DOCUMENT RESUME

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ABSTRACT

The third party evaluation report of Project ESURG (Exemplary Systems Unique for Rural Gifted) is based on data gathered during the academic year 1979-80. The evaluation overview reports that generally the goals of the project were effectively met, that the contact schools involved in the project appear to be pleased with Project staff members, and that the project has contributed to the development of effective programs for the gifted. Section 2 is a goal by goal evaluation of project activities with a corresponding statement of whether the objectives under each goal were achieved. The third section provides recommendations including the need for greater attention to be given to recordkeeping on the part of contact teachers, the need to collect more pre-post test data on participating students, and the continuation of staff development activities. The major portion of the report consists of seven appendixes containing various forms and letters used in the program, curriculum guidelines, teacher time activity logs, summaries of evaluations of inservice programs, parent education guidelines, and news releases. (DB)

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...TO ENRICH THEIR MINDS

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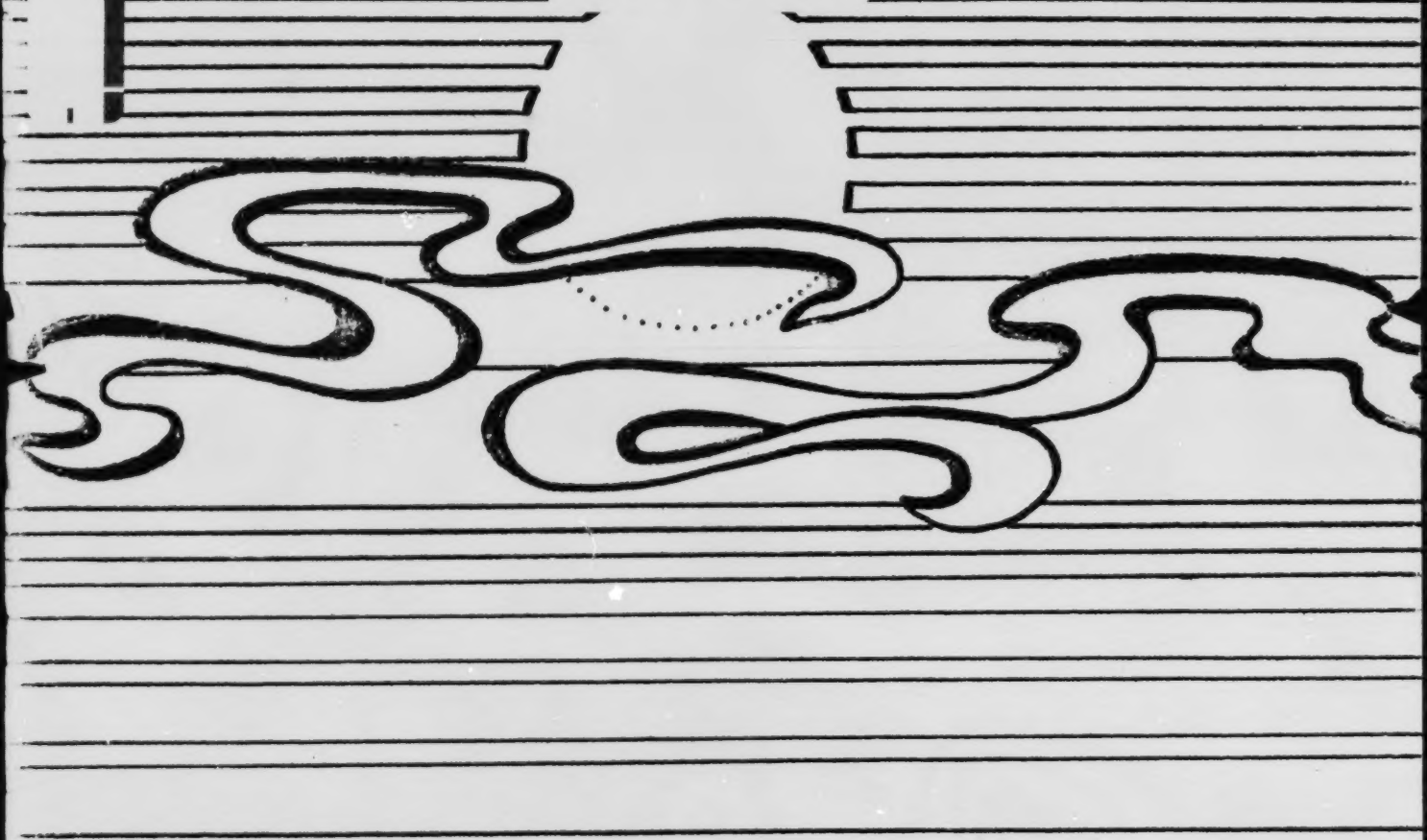

EVALUATION REPORT 1979-1980

Project ESURG

Exemplary Systems Unique for Rural Gifted

EC132565

Return To:
ESEA Title IV Office
Department of Education
Box 94987
Lincoln, Nebraska 68509

ESEA TITLE IV
ANNUAL PERFORMANCE REPORT
PART C PROJECT
1979–80 SCHOOL TERM

NDE 17–006
(Rev. 4–80)
DATE DUE: 9–15–80

Applicant	Title of Project	Content Area of the Project
ESU # 2	Project ESURG Exemplary Systems Unique to Rural Gifted	Gifted Education

Person Submitting Report
Stanley F. Vasa & Allen Steckelberg, Third Party Evaluators
Jan Rogers & Susan Dutton, Project Consultants

1. How many students participated in the project? (Use an unduplicated count of students receiving direct services).

Elementary (Grades K–6)		Secondary (Grades 7–12)		Number of Pre-school Children
Public School Students	Private School Students	Public School Students	Private School Students	
99	9	148	18	0

2. Designate the type of project and district enrollment by placing an "X" in the appropriate space.

TOTAL ENROLLMENT OF THE LOCAL EDUCATIONAL AGENCY					
Type of Project	46,389–3,117	3,116–327	326–113	112–1	ESU
Developmental					X
Adoption					
Demonstration					
Mini Grant					

(County Superintendents should mark the space that designates the total number of students served by this project.)

3. Indicate whether or not you have been satisfied with the services you have received from the Title IV Staff; i.e. proposal writing assistance, monitoring visitations, etc.

The Title IV-C staff has been very helpful in assisting Project ESURG. We have especially appreciated the following services this year: the fall grant-writing workshop; the production of our brochure; help with administrative procedures; and the coordination of the Project visit.

4. Check the space that indicates the extent to which the educational practices that are associated with this project have been incorporated throughout the local educational agency.

_____ Fully Incorporated X Somewhat incorporated _____ Not incorporated

Indirect service (consultative, curriculum assistance, inservice) to ESURG schools will be maintained by a parttime gifted consultant salaried by ESU # 2

5. Summarize the results of your evaluation activities. Present data that was collected during the evaluation process as outlined in question five of your application. Briefly identify the objective that was measured by the evaluation procedures. Use additional sheets if necessary. You must respond to sections (A), (B), and (C) for each objective. An annual evaluation report can be submitted in lieu of responding to section (D).

(A) OBJECTIVE 1

SEE ATTACHED EVALUATION REPORT

(B) Based on the evaluation data, did the project successfully complete this objective? YES NO (Circle One)

(C) Briefly identify the educational need(s) addressed by this objective.

(D) Summarize the evaluation data:

(A) OBJECTIVE 2

(B) Based on the evaluation data, did the project successfully complete this objective? YES NO (Circle One)

(C) Briefly identify the educational need(s) addressed by this objective.

(D) Summarize the evaluation data:

Project ESURG
Evaluation Report

The third party evaluation report is based on data gathered during the academic year 1979-80. Information in the report was obtained from on-site visitations at selected participating schools, reports submitted by project consultants and contact teachers; and through the examination of data gathered about students, parents and contact teachers.

The evaluation of the project was primarily of discrepancy evaluation format with the exception of the gathering of pre-post test data on the students enrolled in the program. Organizationally, this report is divided into three sections: evaluation overview; evaluation of individual goals and objectives; and summary and recommendations. The overview contains general observation made by the evaluation team with impressions gathered about the project. Section two is a goal by goal evaluation of project activities with a corresponding statement of whether the objectives under each goal were achieved. Section three contains the recommendations of the third party evaluation team. Seven appendices are included at the end of the report. The first six appendices correspond to the six goals of the project. Each appendix contains information pertaining to the achievement of each of the goals. Appendix seven consists of the final reports of the Project staff.

Overview

The evaluation of Project ESURG is based on 22 visits with Project

staff members, telephone interviews, personal interviews, visitations to six school sites, and conversations and interviews with representatives of schools participating in the Project. Project records and reports were analyzed and utilized in the development of the final report. Copies of the final reports of the two project staff consultants are appended in Appendix VII.

Generally, the evaluation of Project ESURG will show that the goals of the project were effectively met. The descriptive nature of the objectives of the Project permits the appending of many materials developed by the staff in conjunction with the designated project activities.

The contact schools involved in Project ESURG appear to be quite pleased with the expertise, professionalism, and personal characteristics of the Project staff members. This positive feeling will be evident in the evaluation report which follows. Overall, the project has contributed to the development of effective programs for the gifted.

Goal 1: Each participating school will identify gifted and talented students in grade 3-8 to be served through Project ESURG

Objective 1.1 To select students who are eligible for the ESURG Program

ACHIEVED

The activities under this objective were: . to establish criteria for the selection of new gifted students; inform schools of the criteria; solicit referrals from teachers; and to verify the eligibility of students to participate in ESURG classes.

Criteria for the Selection of New Students

Procedures for the identification of students continued to be based on the criteria outlined in the Nebraska State Department of Education publication, Rule 3: Regulations for Approved Programs and Criteria for Classification of Gifted and Talented Students. These qualification include performance above the 96 percentile on a standardized achievement test and/or 98 percentile or above on an individual intelligence scale.

During the 1979-80 school year, 105 new students were identified and enrolled in Project ESURG classes. During the on-site visitations, however, it was noted that several students did not meet the Rule 3 criteria for participation in the project for school year 1979-80. These students, however, had met the criteria at a earlier point in time, e.g., previous school year.

For a more detailed breakdown of new students enrolled in the program, refer to Table 1.1 which provides a enumeration of students enrolled in the program by grade level, new enrollees (1st year students), students who moved or withdrew from the project and students who were added during the school year.

Table 1.1

ESURG CLASS ANALYSIS 1979-80	Beemer	Bergan	Ceresco	Fremont JH	Hooper	Logan View	Lyons	Raymond Central JH	St. John's Weston	St. Wenceslaus Saunders District I	Valparaiso	Wahoo Middle	* Wahoo Middle (Art)	Wahoo West Ward	TOTAL
Total Students Enrolled May 1980	23	9	20	57	12	22	6	16	13	24	9	19	34	10	274
3 grade	5	0	8	0	2	0	0	0	0	0	0	0	0	0	15
4 grade	2	0	8	0	2	0	0	0	0	4	2	0	0	4	22
5 grade	5	0	4	0	1	0	0	0	2	13	2	0	0	6	33
6 grade	4	0	0	0	7	0	0	0	2	3	5	7	10	0	38
7 grade	2	6	0	28	0	14	4	9	5	2	0	5	12	0	87
8 grade	5	3	0	29	0	8	2	7	4	2	0	7	12	0	79
1st Year Students	7	6	8	0	9	11	9	5	0	9	2	1	34	4	105
Moved/Dropped	0	3	1	2	0	2	1	0	1	5	0	0	1	0	16
Students Added Mid-Year	0	0	2	0	1	2	0	0	0	4	0	2	2	0	13

* Spin off program for gifted visual arts students.

Informing School of Criteria

All participating contact teachers and administrators of contact schools were informed of the procedures for the identification of the gifted and talented students. Schools were informed of the identification procedures through telephone contacts, personal visits, and newsletters. A sample newsletter providing the identification procedures is located in Appendix I.

Soliciting Referrals from Teachers

Referrals from teachers were solicited through personal contact by Project staff, information from contact teachers, and newsletters from the project staff. The newsletter cited above is an example of one means of communicating the referral process. During on-site visitations, regular classroom teachers indicated a knowledge of the referral process.

Verifying Eligibility of Students

As indicated under the subheading, classification of gifted and talented students, all students met the criteria established under Rule 3 at one time or another. Justifications were offered by contact schools for the inclusions of students who would not have been eligible for the school year 1979-80. Examples were: achievement tests were administered in October after the student had participated in the Project and the student transferred from another school district and was recommended for the program.

Objective 1.2 To inform previously identified students of their continued eligibility for ESURG classes

ACHIEVED

The activities outlined under this objective were two-fold: 1) to send letters to local schools informing them of the continued eligibility of students for the program; and 2) to obtain student and parent commitment to continue in Project ESURG.

Informing Contact School of Student Eligibility

Local schools were notified of the continued eligibility of students by formal letters and personal contacts from the Project staff. For the purpose of identification of new students, an ESURG identifier was written and distributed to teachers in the contact schools.

Student and Parent Permission

Written and verbal commitment from eligible students was obtained by the contact schools. All students were given the option to participate or not participate in the project.

Parental written permission was obtained for each child enrolled in Project ESURG. A copy of the parent permission form is located in Appendix I.

GOAL 2: Direct services will be provided to identified gifted and talented students in grades 3-8

Objective 2.1 Local contact teachers will provide direct services to develop, maintain, or extend student skills in areas designated by Project ESURG curriculum criteria.

ACHIEVED

Completion of this objective was to be completed through three activities outlined in the grant proposal. They included: 1) the design of curriculum strategies; 2) the delivery of those strategies; and 3) the measurement of pre-post gains on content of curriculum units. Each of these activities is discussed in further detail below. Information was collected primarily from four sources: 1) teacher response to end of year questionnaire; 2) teacher time and activity logs; 3) ESURG staff final reports; and 4) on-site visitations by the project evaluators. Forms where appropriate may be found in the corresponding appendices.

Curriculum Design

Contact teachers reported the development of 42 units for use with Project ESURG students. The descriptive titles of these units are included in Table 2.1. Guidelines provided by project staff are included in Appendix II.

Table 2.1

Units Developed by Contact Teachers and Project Staff*

Guided Fantasy	Hooper Area History	Family History
Computers(5)	Individual Reports(3)	Photography
Problem Solving(3)	Scenario Writing	Personal Heritage
Great Books	Art-Futuristic Transportation	Research Techniques(2)
Working with Children	Law	Design a Culture
Television	Career Choices	Creative Writing (3)
Logic and Probability	Astronomy	Sports
Monsters	Interviewing	Anthropology/Archaeology
Individual Art Projects	The Brain Drain	Art-i-facts
Puppeteering	Last Call	Speed Reading
Data Detectives		

*Numerals behind unit indicates number developed

As one means of evaluating the activities of contact teachers, each teacher was asked to complete a time and activity log. A complete summary of this log is found in Appendix II. A segment of the time and activity log asked contact teachers to record the number of hours spent in classroom preparation and curriculum design. Tabulation of those categories for 12 of 14 teachers completing the log indicated that a total of 457 hours were devoted to curriculum design and class preparation (315 class preparation, 142 curriculum design).

Visitations of four contact teachers indicates informal development of several units. It appeared that although contact teachers may have developed units they were not formally written or available to other teachers.

Delivery of Services to Students

Direct services were delivered to 274 students in 13 schools. A further description of number and grade level of students, length of class periods, frequency of class meeting at each site are included within Table 2.2. For indication of quality of service refer to goal six of this report. On site visitations and other contacts indicate that contact teachers and school administrators consistently arranged and delivered services as reported. Commitment to provision of services to students was high throughout the project.

Table 2.2
Description of Number of Students, Length and Frequency of Class Meetings

Site	# of Students	Frequency of Meetings	Length of Meetings
Beemer (2 classes)	23	weekly	55 minutes
Bergan	9	weekly	120 minutes
Ceresco(3 classes)	20	weekly	40 or 80 minutes
Fremont Jr. High (2 classes)	57	daily	50 minutes
Hooper	12	weekly	60 minutes
Logan View (3 clases)	22	weekly	50 minutes
Raymond Central Jr. High	16	weekly	60 minutes
St. John's Weston	13	weekly	60 minutes
St. Wenceslaus	24	monthly	one day
Valparasio	9	weekly	45 minutes
Wahoo Middle	19	weekly	100 minutes
Wahoo West Ward	10	weekly	45 minutes
Wahoo Middle	34	weekly	100 minutes

Unit Pre-Post Test

Only a very limited number of units were subjected to pre-post assessment. Information as to the content or quality of curriculum units was not available. The evaluators strongly suggest that in similar circumstances project staff take further steps to insure that contact teachers identify unit objectives and conduct pre-post assessment of the units they teach. It not only indicates good teaching practices, but also allows evaluation and dissemination of a valuable product of the project.

Objective 2.2 Project ESURG staff members will provide direct services to develop, maintain, or extend student skills in areas designated by Project ESURG Curriculum criteria

Activities undertaken to complete this objective included design of curriculum strategies for delivering supplemental services to identified gifted and talented students; provisions of classroom demonstration, and interest fair for students and parents, and a collection and review of strategies employed with gifted and talented students.

Design of Curriculum Strategies

Project staff time and activity logs indicate that project staff spent 105 hours in the preparation of curriculum and class preparation.

Delivery of services to students/ Classroom Demonstration

Project staff provided direct services to students in the form of a class conducted once a month for 24 gifted students from Saunders County. These class were of six hour duration. The classes served both as direct service to students and as a demonstration model for participating contact teachers. In addition, each ESURG school received an on-site awareness

session in computer literacy and several schools utilized project staff during initial class periods as demonstrators on teaching strategies.

Third, project staff offered four evening/saturday workshops to ESURG students.

The role of project staff as demonstrators of techniques was utilized only minimally by contact teachers. Perhaps this stems from the fact that this year, being the third and final one for the project, contact teachers felt more sufficient in providing the services with less assistance.

Interest Fair

On January 29, 1980, project staff provided an interest fair for parents and students at Midland College in Fremont, Nebraska. The goal of the interest fair was to provide students the opportunity to interact with specialists in various fields of study. The interest fair agenda is included within Appendix III. Two hundred students and approximately 100 parents attended. Reactions to the interest fair were consistently positive. For responses to evaluation questions and a listing of student comments see Appendix II.

Collection and Review of Strategies

See goal five.

Goal 3: Service to local contact teachers will be provided by the ESURG staff

Objective 3.1 To provide on-site consultative service to participating teachers

ACHIEVED

Two activites were identified under this objective in the grant proposal: 1) to provide curriculum, materials and resource lists to contact teachers; and 2) to establish guidelines and assist in the development of curriculum for contact teachers. Each of these activities will be discussed below.

Curriculum, Materials and Resource Lists

Project ESURG staff consultants report that approximarely 250 written materials were made available for distribution to contact teachers. These selections were written and developed by local and nationally known individuals. The contact teachers were given notebooks containing items from these files. Additional materials were distributed throughout the school year. Topics covered were:1) nature and needs of the gifted; 2) teaching strategies; 3) sample instructional units; and 4) assessment and evaluation of gifted students. A list of materials was compiled by the staff and provided to all contact teachers. Copies of these listings are provided in Appendix III.

Guidelines for Curriculum Development

Assistance to contact teachers in the project was provided in two forms: 1) individual consultation and inservice activities; and 2) through the Program Development Guide, a book developed by the staff. According to the time and activity logs maintained by the project consultants, 73 hours were devoted to direct consultation with teachers; 101 hours to the presentation of inservices; and 603 hours to the development of project materials. For a further breakdown of consultant time and activities see the final reports in Appendix III.

Objective 3.2 To provide inservice sessions for contact teachers of gifted and talented students

Under this objective, activities were: 1) provide inservice training for contact teachers and 2) provide a graduate level course for teachers.

Inservice Training for Teachers

As indicated above, 101 hours of consultant time was devoted to inservice activities with the contact teachers. A total of 11 separate inservice activities were made available to the contact teachers. The duration of these session ranged from two hours to two days. For a complete listing of the activities see Appendix III for inservice activities for Project ESURG contact teachers.

Teacher reactions to the assistance provided by the Project consultants is located in the Teacher Reactor in Appendix III. Basically, the teachers responded in a very positive manner to the assistance in curriculum development and statements were made which were very positive about the quality of the inservice sessions. During the personal interviews with the contact teachers many positive comments were made about the staff of the project, formal inservice sessions, and the consultative assistance received.

Graduate Level Course

An extension course from the University of Nebraska-Lincoln was made available to contact teachers from Project ESURG. Project staff members participated as instructors in this course. The course was held at Kahoa Elementary School in Lincoln, Nebraska, during June 1979. A copy of the course description is located in Appendix III.

Goal 4: Informational services to parents will be provided

Objective 4.1 To provide indivdiual and/or group inservice activities to parents of the gifted and talented students enrolled in the ESURG program.

ACHIEVED

The activities outlined in the Project proposal were: 1) to distribute information about the Project; 2) conduct needs asssessment; 3) develop written goals and objectives for parents; and 4) conduct parent education session. Each of the four activities is discussed separately in the following section.

Dissemination of Information to Parents

Parents of students enrolled in Project ESURG were required to sign a permission for enrollment form. Parents were mailed information about the program and invited to participate in Project activities. Copies of the Parental Permission Form and sample newletter for parents, ESURG Flyer, are located in Appendix IV. All children enrolled in the Project had signed parental permission forms on file.

Needs Assessment

No needs assessment survey was conducted of parents during the 1979-80 school year. Activities for parents programs were based on information obtained informally through conferences with parents, letters from parents, and interviews with contact teachers. The last formal needs assessment was conducted during the Spring, 1979.

Written Goals for Parent Programs

Project staff developed guidelines for local teachers to follow in establishing parental involvement programs. The guidelines included topics and goals and objectives for parental inservice. Copies of the memorandum detailing the guidelines is in Appendix IV.

Parental Involvement Activities

Formal parent education sessions were held in conjunction with the interest fair and parents programs were carried out in various forms by the contact teachers in the participating schools. The contact teacher log summaries reveals that 81 hours were devoted to parent contacts in the 13 participating schools. Most of the parent contacts were of an individual conference nature. Approximately 80 percent of the parents of children participating the Project attended parent-teacher conferences. Several districts conducted advisory committee meetings for groups of parents.

Goal 5: Materials and instructional units produced by the ESURG staff and contact teachers will be disseminated

Objective 5.1 To compile and edit for publication, classroom units designed specifically for gifted and talented students

ACHIEVED

During the three years of the project, 42 units of study were developed by contact teachers and project staff. See Table 2.1 for a complete list of units. Sample units were compiled into a publication, Project ESURG Curriculum Guide, developed for dissemination to contact teachers by the staff of Project ESURG. This publication will also be made available to other interested parties.

Contents of the Project ESURG Curriculum Guide include sections on the development and writing of units of study for gifted and talented students. This publication provides the evidence for the meeting of this objective.

Objective 5.2 To compile and edit for publication a guidebook for implementing gifted education programs

ACHIEVED

A publication, Expanding the Horizon--To Enrich Their Minds: Program Development Guide: Project ESURG, was published by the staff in the Spring, 1980. The publication is designed as a guidebook for other districts to follow in the establishment of projects for the education of the gifted and talented. The guidebooks have been disseminated to all contact teachers and schools interested in establishing programs in the ESURG project geographic area. In addition, the guidebook will be placed in the ERIC files. Copies of the publication have been submitted to the State Department of Education in Nebraska.

Copies of the manual have been mailed to approximately 25 different parties who requested them and additional copies are available upon request. The completion of the manual is evidence of completing the intent of this objective.

Objective 5.3 To establish and implement procedures for making Project ESURG available as an on-site visitation model for interested professionals.

ACHIEVED

The dissemination plan for Project ESURG has included informing gifted educators in Nebraska through news releases to the NAG Newsletter, the Nebraska Association for Gifted official publication. They prepared information packets for individuals interested in the project; developed a slide-tape production for viewing by interested parties; and consulted with other districts by either presenting programs or consulting on program development.

Project staff made 17 presentations about Project ESURG at various sites in Nebraska and neighboring states. The slide-tape presentation was developed jointly in conjunction with the State Department of Education and is available for use by interested parties. A copy of the phamplet, Expanding Horizon...To Enrich Their Minds, developed in conjunction with ESEA Title IV of the Nebraska State Department of Education is located in Appendix V.

During the academic year 1979-80, only one party made an official visit to the project. Their evaluation of the project was basically very positive.

The attainment of the above listed activities provides evidence of meeting the intent of the objective.

Goal 6: Project ESURG staff members will provide evidence of the project's effectiveness

Objective 6.1 Project ESURG staff members will provide evidence or participating gifted and talented students' progress

ACHIEVED

As a means of assessing student progress students completed three pre and post tests in the areas of self concept and creativity. In addition teachers rated students both at the beginning and ending of the school year on areas of the ESURG curriculum. An attempt was made to include all participating students, in all cases scores were reported in more than 80 percent of the cases. A no treatment group of 14 students, identified by means of identical criteria, in a separate school also completed the pre-post tests. Because of the absence of random sampling and the high possibility of other confounding variables no attempt at a comparison between the treatment groups is attempted.

All tests were scored by outside consultants. Analysis of the data uses the suggested approach, (Guilford, 1965), for determining the differences between means of matched groups. In three cases an α level of .01 was achieved and in the creativity pre-post assessment an α level of .05 was achieved. Samples of test forms are included in Appendix VI. The following is a breakdown of the results of the pre-post assessments.

Piers-Harris Self Concept Scale (Piers, Harris, 1969) This standardized scale was administered as a measure of student self concept. Results are reported in Table 6.1.

Table 6.1
Piers-Harris Self-concept Scale Performance

N	Pretest Mean	Posttest Mean	Mean Difference Between Scores	Level of Significance
214	63.07	65.03	1.95	.01

Pre Conscious Activity Scale This test, developed by (1976) was also used as a measurement of student self-concept. Results are reported in Table 6.2

Table 6.2
Pre Conscious Activity Scale Peformance

N	Pretest Mean	Posttest Mean	Mean Difference Between Scores	Level of Significance
204	190.03	194.17	4.13	.01

Creative Sounds and Images (Khatena, 1973) Results of this test used as a measure of creativity are found in Table 6.3.

Table 6.3
Creative Sounds and Images Performance

N	Pretest Mean	Posttest Mean	Mean Difference Between Scores	Level of Significance
208	27.01	28.35	1.34	.05

ESURG Skills Assessment Teachers were asked to complete a Likert rating of each area identified in the ESURG curriculum for each student both at the beginning and ending of the school year. The rating form was rated well when reviewed by outside experts. For detailed information on assessment forms and names and addresses of reviewers contact the project staff. A copy of the form is included in Appendix VI. Results are reported in Table 6.4. Of the four measures used, change in the teacher rating of students appears to have been the greatest.

Table 6.4

Summary of Results of ESURG Skills Assessment Instrument

N	Pretest Mean	Posttest Mean	Mean Difference Between Scores	Level of Significance
224	25.74	31.71	5.97	.01

Objective 6.2 Project ESURG staff members will provide evidence of participating contact teacher growth in knowledge

ACHIEVED

Contact teachers were asked to assess their incoming knowledge concerning gifted programs. They also completed the same measure at the end of the project year. Fifteen teachers reponded by marking a seven point Likert scale indicating their degree of knowledge. A summary of the mean responses both pre-and post as well as differences is included by item in Table 6.5. Although changes are not large it must be remembered that many contact teachers are participating in the project for the third year. The areas showing the greatest growth were characterisitics of the gifted, identification of students, reasons for specialized curriculum, and differences in program delivery models.

Table 6.5

Project ESURG Contact Teacher Pre-Post Assessment[1]

Item	Pretest Mean	Posttest Mean	Difference
List five areas of giftedness	5.1	6.0	.9
List at least ten characteristics of gifted	5.3	6.5	1.2
Identify students for Project ESURG classes	5.3	6.4	1.1
Apply techniques for creating climates for gifted	5.6	5.6	.0
Write units using Project ESURG guidelines	4.4	5.3	.9
Monitor and record progress of gifted students	5.2	5.9	.7
List at least three authorities in gifted	5.1	5.7	.6
State three reasons for specialized curriculum	5.5	6.5	1.0
Adapt materials for gifted students	5.4	5.7	.3
Describe major difference betwee pull-out programs accelerated courses, and mainstreaming	5.4	6.5	1.1

[1]contact teacher response to a seven point Likert scale with 7 being very proficient and 1 being not proficient

Summary and Recommendations

In summary, the data gathered by Project ESURG staff points to the success of the implementation of a program for the gifted and talented in rural areas. The Project staff is commended for their positive attitude and working relationships with the contact schools. The administration of Educational Service Unit # 2 has provided leadership to the continued growth of the project.

The general reaction of contact teachers, students, and parents has been extremely positive towards the continuation of projects for the gifted in the ESU # 2 area. Several of the participating districts in the Project have made plans to continue the Project at different levels of involvement for the 1980-81 school year.

The following comments and recommendations are offered as suggestions for the improvement of future projects:

1. Greater attention needs to be given to record keeping on the part of contact teachers. The units of instruction developed by many of the contact teachers failed to include pre-post test measures and to follow the guidelines suggested by the Project staff. This difficulty may be the result of lack of administrative control over the contact teachers by Project ESURG.

2. The staff development activities, parent education program, and staff collection of data about students, teachers, and parents are to be commended. These activities should definitely be included in future programs.

3. Greater attention needs to be paid to the collection of pre-post test data on participating students. This problems appears to be one at the contact school level, rather than at the Project level.

4. During the third year of the grant, the Project staff chose to continue project development rather than to seek validation of the Project. In the future, it is recommended that more tightly developed controls be maintained over cooperating schools to permit a more systematic and thorough research, evaluation design.

APPENDIX I

ESURG Identifier 1

Identification of Gifted Students, Grades 3-8 (Sample newsletter). 2

Project ESURG Parent Permission for Enrollment Forms . 3

ESURG IDENTIFIER

Student Name _____ Grade Level _____

School _____ Parent Name _____

Home Address _____ Phone(s) _____

1) BEHAVIORAL CHARACTERISTICS (may be completed by past or present teacher.) Please mark the categories which apply to the student and total the marks:

	CHARACTERISTICS	COMMENTS
____	1) Learns/Responds rapidly	
____	2) Large vocabulary	
____	3) Wide range of interests	
____	4) Seeks/Possesses in-depth knowledge	
____	5) Advanced skill levels	
____	6) Highly judgemental/Challenges rules	
____	7) Impatient with drill/Routine	
____	8) Good grades	
____	9) Insightful/Perceptive	
____	10) Unique/Original ideas	
____	TOTAL	

2) STATE AND FEDERAL GUIDELINES

Please supply all information which is currently available at your school.

A. Name of Achievement Test _____ Date Administered _____

Composite (Total) _____

Composites for Subtests: Reading_____ Math _____

Social Studies _____ Science _____

Language Arts _____

B. Name of Individual Psychological (IQ) Test _____

Score _____ Date Administered _____

3) TEACHER RECOMMENDATION (may be past or present teacher.)

I recommend this student for participation in Project ESURG.

Signed _____ Position _____ Date _____

MEMO TO: Saunders Co. Rural Teachers

FROM: Project ESURG (ESU-Rural Gifted)

RE: Identification of Gifted Students, Grades 3-8.

Project ESURG will be conducting weekly classes (1 hour in length) for students who qualify as gifted in the academic and/or intellectual categories as defined by state and federal guidelines.

In order to qualify for Project ESURG, a student must meet the conditions of EITHER #1 OR #2, PLUS #3 AND #4.

1) Specific Academic Aptitude - the score of a 96th percentile rank or higher on a standardized achievement test. The total composite score or comprehensive individual subtest score for either reading, math, science, social studies or language arts may be used.

2) General Intellectual Ability - a rank of 98% (approx. 130 IQ) on an Individual Psychological Test administered by a licensed psychologist may be used.

3) Teacher recommendation based on student characteristics (see enclosed sheet.)

4) Written parental permission to attend classes.

Procedure

If you feel a student may qualify for participation in Project ESURG classes, please follow these steps:

1) Fill out ESURG Identifier and send to Project ESURG.

2) If the student qualifies on the basis of achievement tests, await ESURG consultant's call for further scheduling information.

3) If IQ testing data is required in order for student to qualify, contact ESURG consultants for further instructions.

4) If additional questions arise, contact ESURG consultants.

ESURG Consultants

Suzann Dutton

Jan Rogers

2320 N. Colorado Ave.

Fremont, NE. 68025

(402) 721-7710

Educational Service Unit No. 2

OF THE STATE OF NEBRASKA

R.F.D. #6 AT 2320 NORTH COLORADO AVE. PHONE (402) 721-7710

FREMONT, NEBRASKA 68025

DR. ALLAN W. HANSEN, Administrator

MISS RUTH MOLINE, Director
Instructional Media

MR. MARTIN KOOLEN, Director
Special Education

MR. WILLIAM H. MINCHOW, Director
Consultative Services

I hereby give my approval for _____
Name of Child

to be included in the _____
Name of Program(s)

I also give my permission to release information concerning the above named child, as required by law to the Nebraska State Department of Education.

_____ _____
Date Signature of Parent or Guardian

Educational Service Unit No. 2

OF THE STATE OF NEBRASKA

R.F.D. #6 AT 2320 NORTH COLORADO AVE. PHONE (402) 721-7710

FREMONT, NEBRASKA 68025

DR. ALLAN W. HANSEN, Administrator

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Instructional Media

MR. MARTIN KOOLEN, Director
Special Education

MR. WILLIAM H. MINCHOW, Director
Consultative Services

Exemplary Systems Unique for Rural Gifted

Project ESURG

I hereby give my approval for _____ (Name of Child),

_____ (School Attended), to be included in Project ESURG classes one day per month in Wahoo.

I also give my permission to release information concerning the above named child as required by law to the Nebraska State Department of Education.

_____ Date _____ Signature of Parent or Guardian

Home Address: _____ Zip _____

Home Phone: _____

Business Phone: _____

APPENDIX II

Project ESURG Curriculum Guidelines. 1
Project ESURG Skills Graphic 3
Project ESURG Unit Plan Format 4
Contact Teacher Time & Active Log Summaries. . . 6
Interest Fair Agenda 8
Evaluation of Project ESURG Interest Fair. (with Student Comments) 12

Project ESURG Curriculum Guidelines

A Unit is a collection of teaching strategies and classroom activities designed for the purpose of developing and/or extending knowledge or skills in students.

ESURG units include the following components: A) Goals, B) Objectives, C) Activities, D) Pre-post tests.

A) Goals - Goals are statements which describe the reasons for teaching the unit.

Example: The purpose of this unit is to offer opportunities for students to develop and/or extend...

Goal 1 - Their knowledge of techniques and devices housing contractors can use to produce homes which are more energy-efficient.

Goal 2 - Their knowledge of local building codes and statutes involving energy conservation.

Goal 3 - Their skills in designing an energy-efficient house which meets local building codes.

B) Objectives - Objectives are statements which describe what students must do in order to accomplish the goals of the unit. Objectives must be observable and measurable.

Example: Given directions to do so, the students will...

Goal 1 -

Objective 1.1 - List 8 devices or techniques a building contractor can use to make a home more energy efficient.

C) Activities - Activities are tasks students will perform in order to meet the criteria established in the Objectives.

Example:

Goal 1 -

Objective 1.1 -

Activity 1.1.1. - Boundary Breaker: Students will respond to the following question: "It takes energy to..."

Activity 1.1.2. - Community Resource: Students will visit the office or a local construction site of a local contractor to gather data concerning energy saving techniques and devices.

D) Pre-post Tests - Pre-post tests are a series of questions or tasks which are given to measure student growth in knowledge or skill areas. When properly written, Objectives become Pre-post test questions (i.e., No questions should be asked that are not included in Objectives!)

Example:

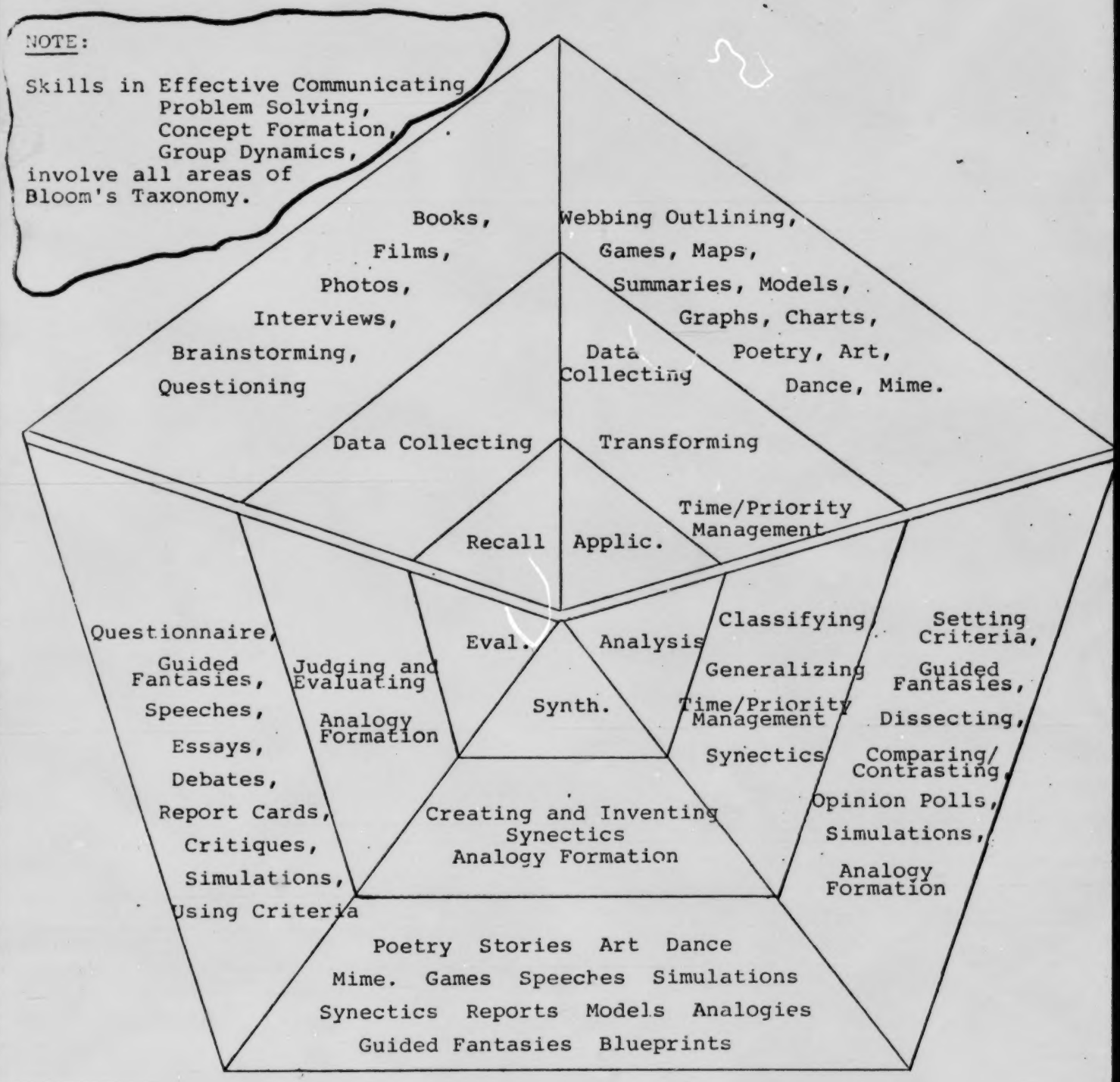
Goal 1 -

Objective 1.1 - List 8 devices or techniques a building contractor can use to make a home more energy efficient.

Objective 1.1 is written in a form that could be directly administered as a Pre-post test question.

Other ways to assess objectives include: Behavioral Checklists; Student products designed according to predetermined criteria; Student completion of tasks, etc.

NOTE: Project ESURG must be able to supply evidence that objectives were met. Therefore, records MUST be maintained on students.


NOTE:
Skills in Effective Communicating
Problem Solving,
Concept Formation,
Group Dynamics,
involve all areas of
Bloom's Taxonomy.
Books,
Films,
Photos,
Interviews,
Brainstorming,
Questioning
Webbing Outlining,
Games, Maps,
Summaries, Models,
Graphs, Charts,
Poetry, Art,
Dance, Mime.
Data Collecting
Data Collecting
Transforming
Recall
Applic.
Time/Priority Management
Questionnaire,
Guided Fantasies,
Speeches,
Essays,
Debates,
Report Cards,
Critiques,
Simulations,
Using Criteria
Judging and Evaluating
Analogy Formation
Eval.
Analysis
Synth.
Classifying
Generalizing
Time/Priority Management
Synectics
Setting Criteria,
Guided Fantasies,
Dissecting,
Comparing/ Contrasting,
Opinion Polls,
Simulations,
Analogy Formation
Creating and Inventing
Synectics
Analogy Formation
Poetry Stories Art Dance
Mime. Games Speeches Simulations
Synectics Reports Models Analogies
Guided Fantasies Blueprints

Project ESURG - 2320 N. Colorado Avenue, Fremont, NE 68025; (402) 721-7710 DAILY LESSON PLAN

Skills Used Today (Circle all those appropriate):

1) Creativity
2) Self-Actualization
3) Data Gathering
4) Problem Solving
5) Effective Communication
6) Group Dynamics

Topic Title:

School & Grade:

Facilitators:

Teaching Time:

Goal: The purpose of this unit is to offer opportunities for students to develop and/or extend their (knowledge/skill)...

Objectives: Given directions to do so, the students will...

Motivator: (Boundary Breaker, Guided Fantasy, Introduction, etc.)

Activities:

Special Materials Needed:

Lesson Evaluation:

These elements were satisfactory:

These elements need improvement:

PRE-	
POST-	

Contact Teacher Time-Activity Log

Tabulated in Hourly Increments

	TOTAL	ADMIN.	ESURG CLASS	CLASS PREPARATION	CURR. DESIGN	PROF. GROWTH	PARENT CONTACT	OTHER
Vicky Stewart* Beemer	318	2	85	61	11	45	3	111
Neil Feser Bergan JH	79	15	28	8	5	17	2	4
Phyllis Rosenquist** Ceresco	277	2	138	35	8	60	20	14
Bob Nelson Fremont JH - 7th	265	8	146	17	83	4	7	0
Gary Bolton Fremont JH - 8th	202	0	146	50	0	1	5	0
Barb Schmidt Hooper	146	4	60	20	9	44	5	4
Marla Brabec Logan View	74	7	50	15	0	0	2	0
Greta Rohrberg**** Lyons	126	7	72	20	5	20	2	0
Don Fritz Raymond Cent. JH	90	3	26	20	3	19	2	17
Sr. Virginia St. John's Weston	165	16	35	35	13	39	13	14
Suzann Dutton*** and Jan Rogers*** St. Wenceslaus Wahoo and Saunders District I	243	8	126	42	63	0	4	0

Contact Teacher Time-Activity Log

Tabulated in Hourly Increments

	TOTAL	ADMIN.	ESURG CLASS	CLASS PREPARATION	CURR. DESIGN	PROF. GROWTH	PARENT CONTACT	OTHER
Julie Terrones **** Valparaiso	83	7	28	20	5	20	3	0
Brenda Heron Wahoo Middle	143	9	54	25	5	11	6	33
Kay Ferguson Wahoo Middle (Art)	125	18	92	3	1	5	4	2
Joyce Christensen Wahoo West Ward	136	21	31	26	4	36	3	15

* Two Classes

** Three Classes

*** ESURG Program Directors provided emergency support as circumstances prevented Contact Teacher from fulfilling obligation.

**** No log was submitted. These figures were projected from other data.

SCHOOL | | | |

GRADE | | FIRST NAME | LAST NAME

9:00 - 10:00	Welcome-John Dudley-Eppley Auditorium
10:15 - 11:00	Session A
11:15 - 12:00	Session B
12:00 - 1:00	LUNCH (See information below)
1:00 - 3:00	Session C

Session A 10:15-11:00	Session B 11:15-12:00	Session C 1:00-3:00
The Computer B10 R07	The Computer B10 R07	Computer Country B10 R07
Fast Food Phenomenon B10 R10	Fast Food Phenomenon B10 R10	Architecture Art B10 R06
Interior Design B10 R104	Interior Design B10 R104	Overcoming De Feet B17 Auxiliary Gym
Agriculture B10 R201	Architecture B10 R201	Copper Capers B10 R107
Speed Reading B10 R301	Parachuting B10 R301	Chemistry Concoctions B10 R307
Poetry is Pleasing B10 R304	Collecting B10 R304	Visions in Video B10 R10
Lifetime Athletics B10 R12	Lifetime Athletics B10 R12	Fiction Factory B16 R108
Flow Charting B16 R108	Mysterious Mathematics B16 R108	Band on the Run B16 R102
Wildlife Management B16 R109	Young Presidents B16 R109	Grease Paint Players B4 Go in orange canopy doo
Heritage Hunt B16 R110	Heritage Hunt B16 R110	Junior Sky Watchers B10 R104
	Planetarium B11	

NOTE: B = Building (See Map)
R = Room

Basement Rooms = 01 - 99
First Floor Rooms = 100's
Second Floor Rooms = 200's
Third Floor Rooms = 300's

LUNCH = Building 5 on your map--Cafeteria.

SNACK BAR = Building 4 on your map--Student Center.

SACK LUNCH = Building 4 on your map--Student Center.

ESURG Kids:

After the general meeting in Eppley Auditorium, you will be attending 2 morning sessions, lunch, and 1 afternoon session.

For EACH session (A, B and C), please write down your 1st, 2nd and 3rd choice. Put a 1 next to your first choice; 2 next to your second choice; and 3 next to your third choice in each time block.

Some sessions will have to be limited in size; so...the earlier your form is returned, the better your chances for getting your favorites!

Planetarium - Troubled by the energy shortage? Travel to the stars in your chair! An introduction to the Midland Planetarium.

Flow Charting - Have you ever communicated with a computer? Learn the step-by-step process that computer programmers and other problem-solvers use.

Wildlife Management - Do you love being outdoors? Do you enjoy science? Look into possible careers with a representative from the Nebraska Parks and Games Commission.

Fast Food Phenomenon - Have you ever heard of Hamburger University? Come and see and hear about this "Unusual School" and learn the reasons why their graduates have achieved fame and fortune.

Interior Design - Do you enjoy arranging furniture? Coordinating colors? Learn what it takes to be a successful interior decorator.

Lifetime Athletics - Is there more to athletics than being a "Star Player"? Let's discuss the "Sporting Life" and you.

Young Presidents - Ever thought of starting your own business? Meet someone who has--and is now president of his own company.

Speed Reading - Improve your reading speed within one-half hour! Learn how and when to use this method.

Parachuting - Why do they jump? You may be surprised when you meet this sky diver.

Heritage Hunt - How to look deeper into your area, your family heritage, your local history.

Mysterious Mathematics - Amuse and confuse your friends with unusual puzzles and problems--IF YOU CAN FIGURE THEM OUT!

Collecting for Fun and Profit - Explore reasons for collecting certain items. Share ideas for getting collections started. Explore how collecting can lead to a rewarding, life-long hobby and/or vocation.

Poetry is Pleasing - Poetry is pleasin'
To ear and eye
Come on in
And give it a try!

Reading and writing of poetry will be done--just for fun.

Architecture - In order to enter this field you need a wide variety of skills. Learn what it takes to design and redesign buildings.

Agriculture - Agriculture is big business! Learn what the University of Nebraska-Lincoln offers in programs and services to help improve Nebraska's biggest industry.

The Computer - Tour the Midland College Computer Room and learn what it takes to enter the computer career world.

Visions in Video - Ever wanted to videotape your own show? Here's your chance to get practical experience on video tape equipment.

NOTE: SESSION SIZE MUST BE LIMITED. REGISTER EARLY.

Computer Country - Become a human part of an actual computer program! See the Midland College large computer system in action and learn what large computer systems can do.

Junior Sky Watchers - Learn how to use a solar map and be able to locate the Big Dipper every night of the year. After you've visited the planetarium you'll probably be more at home travelling in the universe than you are in Fremont!

Grease Paint Players - Love "The Roar of the Grease Paint"? Experiment with stage makeup and explore the world of dramatic art. Please dress appropriately!

Copper Capers - Will copper be our next precious metal? Design your own jewelry, sculpture or other objects d'art.

Fiction Factory - Do you think you're Mark Twain's clone? Do you want to write the story of the century? Join our creative writing clinic.

Overcoming De Feet - Demonstrate your fantastic dancing skills with a dance instructor from the Nebraska Arts Council. Dress for movement!

Chemistry Concoctions - "Bubble, Bubble, Toil and..." FUN (and experimentation) in the Midland College Chemistry Lab.

Band on the Run - Meet with college students who are playing their own arrangements, and managing their own band. Check out their sound equipment and experiment with some music.

Architecture Art - Here's your chance to design and construct models of buildings, houses, etc.

NOTE: These sessions are filled with activity. Please wear appropriate clothing--things that are warm, easily washed, and flexible.

BEFORE YOU LEAVE... $\frac{159}{180}$ = R90% M5.5 12

Please rate the sessions you attended
AND...
return this sheet to the ESURG box in the lobby of the science complex
OR...
leave it with your afternoon presenter.

Next to the title of the session, put the score of 1,2,3,4,5,6 or 7
(a 7 = GREAT!; a 1 = YUK!) R = Responses M = Mean Score

****

9:00 - 10:00

M5.5 R121 Dr. John Dudley

****

Session A 10:15 - 11:00

M4.7	R22	The Computer	R8	Poetry is Pleasing	M6.6
M4.9	R14	Fast Food Phenomenon	R13	Lifetime Athletics	M5.5
M5.0	R15	Interior Design	R15	Flow Charting	M5.0
M3.8	R9	Agriculture	R24	Wildlife Management	M4.4
M5.5	R27	Speed Reading	R10	Heritage Hunt	M3.5

****

Session B 11:15 - 12:00

M5.8	R11	The Computer	R9	Lifetime Athletics	M5.1
	____	Fast Food Phenomenon	R18	Mysterious Mathematics	M5.1
M5.8	R15	Interior Design	____	Young Presidents	
M4.8	R17	Architecture	R9	Heritage Hunt	M3.0
M6.3	R15	Parachuting	R46	Planetarium	M6.0
M5.2	R20	Collecting			

****

Session C 1:00 - 3:00

M6.1	R16	Computer Country	R13	Visions in Video	M6.6
M6.8	R10	Architecture Art	R7	Fiction Factory	M7.1
M6.0	R21	Overcoming De Feet	R16	Band on the Run	M6.8
M6.5	R16	Copper Capers	R22	Grease Paint Players	M7.0
M6.4	R23	Chemistry Concoctions	R11	Junior Sky Watchers	M6.5

****

COMMENTS:

On other page.

Students Comments
ESURG Interest Fair
January 29, 1980

1. It was very excellent.
2. I would have liked to do something more modern like disco in the dance class.
3. It was a great time. Hope you will have something like this next year! Thanks ESURG!
4. I Loved It!
5. The Visions in Video were so good it deserves a 100%+.
6. I think they did a good job on getting things organized.
7. The Visions in Video was very funny, had a great time.
8. I had a real fun day.
9. I really enjoyed Junior Sky Watchers. It was very informative.
10. I really liked Speed Reading.
11. I liked Chemistry Concoctions.
12. I think it was very good.
13. The instructor of Parachuting was excellent and answered all questions. Need a better instructor for Wildlife Management. Band on the Run was very good.
14. Pretty good.
15. The Heritage Hunt was not what I expected but it wasn't bad. Mysterious Mathematics was very neat and I will have fun doing the sheets. Band on the Run wasn't what I expected but it was neat.
16. Speaker didn't make much sense.
17. Grease Paint Players was really fun.
18. I thought this trip was very excitable and hope I come next year!
19. I really enjoyed this day it was very interesting.
20. Fun.
21. Everything was fine.
22. Boring.
23. I liked Speed Reading because I now know what it's like. The reason why I didn't like Mysterious Mathematics is, it was to hard for a fourth grader. Computer Country was kinda boring but I still liked it.
24. It was fun learning new things.
25. Slides in Heritage Hunt was boring, not what I expected. Interior Design was interesting, what I expected.
26. I liked the way Dr. Dudley looked at things. I thought it was boring but the lady knew what she was talking about. I felt comfortable with her. I expected different. Overcoming De Feet was Great!

27. I think I had a very good time here and I think I would want to come back and bring some friends.

28. I thought we didn't have as good choices. Dudley was very good. Wildlife wasn't what I expected it to be. She knew what she talked about but I wasn't interested.

29. I think the lady in Wildlife Management knew what she was talking about but it was boring. She didn't direct her talking to the people who don't fish, hunt, etc. Dr. John Dudley was very good.

30. Dr. John Dudley is a good speaker and I enjoyed listening to him. The lady at Wildlife Management knew what she was talking about, but the course was not what I expected it to be, so I thought it was boring. The Interior Design class was very interesting. It was okay, but I would rather have done a dance routine to different music.

31. I thought Dr. John Dudley was very good. He made his point, but did it interestingly. I didn't think it was interesting. I (we) expected something very different. I thought she made it interesting. She did a pretty good job of explaining it. I think last years choices were better.

32. I liked Dr. John Dudley because he was funny and his speech wasn't boring like most speeches. Heritage Hunt wasn't what I expected. When the sheet said "explore your family's history" I figured there would be something on a family tree. I liked the Grease Paint Players best.

33. The talk Dr. John Dudley gave was very delightful and interesting. Mysterious Mathematics should have had more time. I enjoyed the dance program.

34. Dr. John Dudley gave us help to see that everyone is okay and that we'll have a fun day. Fred Hoofer was very helpful in Flow Charting and I learned alot. The Planetarium was interesting. The Grease Paint Players was very creative.

35. I think you should have been more precise about the Heritage Hunt. It was OK but not what I expected. Interior Design was good, I enjoyed it. Dr. Dudley was good too! Grease Paint Players was <u>very</u>, <u>very</u> good. The teachers were very good and helpful! Thanks for a good day.

36. It was really fun messing with make-up. Dr. Dudley was really interesting.

37. I really liked Dr. John Dudley and Grease Paint Players! I had a lot of fun!

38. Dr. John Dudley got the day off to a good start! Fred Hoffer was helpful and really helped me understand the computers. Planetarium was neat. Grease Paint Players was fun.

39. I liked taping in Visions in Video. I like my key punched card I did in The Computer session. Thank you.

APPENDIX III

New Resources, Materials and Equipment Listing . . 1

Project ESURG Material Listing for Gifted Students 3

Inservice Activities for Project ESURG Contact Teachers. 4

Summary of Contact Teacher Kickoff Meeting 5

Summary of Curriculum Development Inservice Reactions 7

Summary Evaluation of Junior Great Books Training Session 11/79 9

Summary of Evaluation of "Plans for the Future" Inservice 10

Summary of "Let's Synchronize Our Acts!" 12

Course Description for Seminar: Teaching the Gifted. 13

ESURG Contact Teacher Reactor Tabulation 15

Project ESURG Responsibilities for Participants. .17

NEW RESOURCES, MATERIALS AND EQUIPMENT

STUDY SKILLS

Grolier Study Skills Kit - Materials that present all the major study skills: Using the library, using reference books, listening effectively, reading comprehension, reading in content area, writing a research paper, writing book report, time efficiency, taking notes, improving memory, taking test. Kit includes tape, booklets, handbooks and teachers guide. Students can work on all aspects of study skills or one skill in particular as an individual or as a whole class. NOTE: See SAMS description below.

SAMS (Study, Attitudes and Methods Survey) - Consumable surveys that profile study attitudes and study methods.

COMPUTER SCIENCE

Apple II Microcomputer - Hardware and software to provide hands-on experiences in the field of computer:onics. Inservice for both interested teachers and students.

Resource Titles - Basic Computer Games.

CAREER EDUCATION

CAPS (Career Ability Placement Survey) - Consumable surveys that provide the student with information that help in career planning in accordance with ability: Mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, manual speed and dexterity.

COPS (California Occupational Preference System) - Consumable surveys that assist in planning your career in accordance with interest. Example: Science-Professional; Science-Skilled; Technology-Professional; Technology-Skilled.

Fascinating World of Work Series - Film Strip Series; students have opportunity to explore career interests based on life values: 1) Security, 2) Wages 3) Creativity, 4) Status, 5) Influence 6) Responsibility, 7) Homelife, 8) Variety and Advancement. Twelve individual film strip sample titles; Civil Engineering, Veterinarians, Photographers, etc.

Resource Titles - Be What You Want To Be, Finding A Job You Feel Good About.

MASS MEDIA

Slide Making - Consumable kit enabling students to make slides without camera or chemicals.

Film Strip Kit - Consumable kit to enable students to create their own filmstrip.

Resource Titles - How To Make Movies, The Best Thing On TV, The Great Movie Cartoon Parade.

OPTIONAL OPPORTUNITIES

Great Books Program - Provides courses in interpretive reading for students using both classic and modern literature. Exciting opportunity for the enthusiastic above-average reader.

OTHER RESOURCE TITLES

Fist Puppetry
Easy To Make Puppets
Gymnastic Guide
Rules Of The Game
Chisanbop
The Rockhounds Manual
How To Write A Saleable Story
Poetry Is
The Natural Way To Draw
Fossils
Art Of Making Dance
Short History Of Astronomy
Star Names
Sky Shooting - Photography for Amateur Astronomers

108-Some Tasks & Competencies Frequently Required in Ed. Research & Evaluation, booklet, 1974
109-
110-
111-
112-

8.9 Gifted Student

001-Who is the Gifted?, --
002-Igniting Creative Potential, Instructional, 1971
003-
004-Developing a Written Plan for the Education of the Gifted & Talented, copy 1, instr., 1974
005-Developing a Written Plan for the Education of the Gifted & Talented, copy 2, instr., 1974
006-The Identification of the Gifted & Talented, copy 1, 1974
007-The Identification of the Gifted & Talented, copy 2, 1974
008-Providing Programs for the Gifted & Talented, 1974, copy 1
009-Providing Programs for the Gifted & Talented, 1974, copy 2
010-Providing Programs for Gifted & Talented (Excerpts for Administrators), 1974
011-Providing Programs for Gifted (Excerpts for Teachers), 1974
012-A Guidebook for Evaluating Programs for the Gifted & Talented, 1975
013-The Gifted & Talented, parents, 1975
014-The Gifted Child in the Elementary School, 1959
015-Creativity, --
016-This Thing Called Creativity, 1975
017-Creative Opportunities, 1975
018-Far Our Fun with Thinking II, 1975
019-Ideas, 1973
020-What About the Gifted & Talented?--
021-
022-Developing a K-12 Program for Gifted Students, 1970, 2 copies
023-Far Out Fun With Thinking I, 1975, copy 1
024-Far Out Fun With Thinking I, 1975, copy 2
025-Far Out Fun With Thinking I, 1975, copy 3
026-Creative Opportunities, 1975
027-Creative Opportunities, 1975
028-This Thing Called Creativity, 1975
029-This Thing Called Creativity, 1975
030-Far Out Fun With Thinking II, 1975
031-Far Out Fun With Thinking II, 1975
032-Mind Expanders, kit, 1972
033-Talents Unlimited (Criterion Referenced Talent Test), 1974
034-Talents Unlimited (Criterion Referenced Talent Test), 1974
035-Talents Unlimited (Criterion Referenced Talent Test), 1974
036-Talents Unlimited (Teacher Training Model), 1974
037-Talents Unlimited (Teacher Training Model), 1974
038-Talents Unlimited TAP (Teacher Activity Package), 1974
039-
040-Talents Unlimited Tap (Teacher Activity Package), 1974
041-Thinking Skills Development, box, --
042-3-D Bulletin Boards: Any Teacher Can!, booklet, 1974
043-Teacher Made Games: Any Teacher Can!, booklet, 1974
044-Turning Children on Through Creative Writing, booklet, 1973
045-Developing Creativity in Children, book, 1973
046-Administration Procedures & School Practices for the Academically Talented Student, book, 1969
047-Teaching Creative Thinking & Problem Solving, book, 1977
048-New Directions in Creativity, Mark 3, book, 1973
049-New Directions in Creativity, Mark 2, book, 1973

[1]Sample page from listing, one of 16 pages

Inservice Activities for Project ESURG
Contact Teachers[1]

DATE	TOPIC	PRESENTERS
Sept. 11, 1979	ESURG 1979-80 Kickoff	Dutton/Rogers
Sept. 18, 1979	Curriculum Writing/ Pre-Testing	Dutton/Rogers
Oct. 15, 1979	Future Problem Solving	Phyllis Rosenquist
Oct. 23, 1979	Introduction of Apple II Micro Computer	Sue Manual
Nov. 7, 1979	Creativity Testing and Scoring	Mark Palmere
*Nov. 19, 20, 1979	Junior Great Book Training	Sondra Hall
Dec. 1, 1979	Student/Teacher Programing Workshop	Sue Manual
*Feb. 7, 8, 9, 1980	Nebraska Association Gifted Convention	National & State Experts
March 5, 1980	Let's Synchronize Our Act: Year End Projections/ Sharing Session	Dutton/Rogers
March 26, 1980	A Synthesis - Plans for the Future	Dutton/Rogers
*March 28, 1980	Learning Styles	Anthony Gregoric

*Contact teacher registration fees were provided by Project ESURG.

Summary of Contact Teacher
Kickoff Meeting
September 11, 1979

What information presented was most helpful?

1. New materials. Direction for this year.
2. Sorry to miss the first section. The computer is exciting and will be exciting for children.
3. Unit materials. Information for administration of program.
4. Information on Interest Fair. Computer challenges.
5. Just hearing exactly how the ESURG program is to be run this year (Pre/Post tests, parent letters, etc.)
6. A plan for the year and the accomplishments you have done during the past.
7. The information on Thinkabout.
8. Materials.
9. General organization, changes, etc.
10. New materials that are available in the service unit.
11. Missed the first part of the session. Materials helpful. Thankyou for the notebook, I need all the organizational aids I can get.

What additional information do you need?

1. Hope to get it next week on new evaluations, etc.
2. Always looking for art materials and ideas.
3. More on choosing units, my problem!
4. Writing curriculum and or units.
5. Not yet.
6. Writing curriculum and/or units.
7. Pickles in the potatoe salad.
8. Would like more information about the computer (I realize this is being arranged).

Summary of Contact Teacher Kickoff Meeting (cont.)

Rate 1-5 (1-poor; 5-outstanding):

A. Achievement of inservice objectives or purpose.
Mean 4.5 Median 4

B. Presentation of content.
Mean 4.6 Median 5

Do you have any comments or suggestions on facility, time, scheduling, etc.?

1. I loved the cake (gorged two large sections). I like the constant bombardment of information and the concern for individual needs.

2. Tuesdays are fine for meetings.

3. Like idea of area workshops.

Curriculum Development
September 18, 1979

Those present:

Kay Ferguson
Neil Feser
Brenda Heron
Joyce Christensen
Phyllis Rosenquist
Sr. Alma
Jerry Voboril
Don Fritz
Sr. Virginia
Barbara Schmidt
Vicky Stewart
Marla Brabec

What information presented was most helpful?

1. All of it.
2. Everything was wonderful, exciting, etc. but seriously it was wonderful and exciting.
3. I find the forms well written and they will help me organize my class and my thoughts. Thank you for the time and planning you have put into these.
4. All of it. Tied up some of the loose ends.
5. The emphasis on collecting and logging data is of course necessary and the only way to "know where you are and know where you are going". This plan is of great significance.
6. Survey of what is expected from the individual teachers this year.
7. Everything.
8. Testing of creativity.
9. Pre/Post testing information.

What additional information do you need?

1. Much!
2. Time to work.
3. I want to know which is a plus and which is a minus.

Curriculum Development (cont.)

What additional information do you need?

4. None that I can think of at this moment--however it has been a strange day and I may think of something after my brain begins to function.

5. Loads!

6. No more at this time! Enough is enough!

7. None.

8. Maybe.

Rate 1-5 (1-poor; 5-outstanding):

A. Achievement of inservice objectives or purpose.
Mean 4.75 Median 5

B. Presentation of content.
Mean 4.7 Median 5

Do you have any comments or suggestions on facility, time, scheduling, etc.?

1. I prefer Fremont.

2. Very convenient.

3. Like the local meetings.

4. This was a good meeting, fast moving with much valuable information.

5. Good feeling having local meeting.

6. No.

7. No

Summary Evaluation
Junior Great Books Training Session
11/79 - 20/79

Those attending: Vicki Stewart
Joyce Christensen
Phyllis Rosenquist
Barb Schmidt
Sr. Virginia Kremlacek
(2 additional persons attended in order that they might be trained and thus be able to aid the ESURG contact teachers in expanding services in their schools)

This data reflects the evaluation of 20 participants.

	5	4	3	2	1	
1. The program objectives were: well defined	14	3	3	0	0	vague
2. I feel the program objectives were attained: fully	9	9	2	0	0	not at all
3. The overall quality of this program was: high	12	6	2	0	0	low
4. I had sufficient opportunity to ask questions: just right	11	7	2	0	0	insufficient
5. The presentations and activities of this program were: beneficial	14	4	1	0	0	not beneficial
6. My expectations for this program were: fulfilled	14	3	3	0	0	unfulfilled
7. I feel I will utilize the material presented in this program: fully	7	10	3	0	0	not at all
8. I would recommend this program to others: fully	11	8	1	0	0	not at all

NOTE: Inservice was offered through Consultative Services Department, ESU #2. Fees for Contact Teachers were paid by ESURG.

"Plans for the Future"

April 10, 1980

Those present:

Vicky Stewart
Greta Rohrberg
Marla Brabec
Joyce Christensen
Neil Feser
Phyllis Rosenquist
Sister Virginia
Bob Nelson
Barb Schmidt
Don Fritz
Brenda Heron
Julie Terrones

What information presented was most helpful?

1. Sharing with the other group. Necessary information to get the "stack of work" finished.
2. Creativity sheets.
3. Sharing information from all of the other teachers.
4. Evaluation information, charts, etc. Sharing time.
5. Sharing showed we were not alone in our joys and frustrations.
6. Sharing session.
7. Group discussion on positive and negative experiences in ESURG. Handouts on creative process, etc. Plans for next year.
8. The organizational sheet for "what" and "when" (about things that need to be done and need to be turned in). The "sharing session". The Creative Ability hand-out/ Things to Look for in Creative Products.
9. Hearing the + and -'s of the other contact teachers was really quite interesting--well worth the time!!
10. The feeling that I can go on at a time when I'm feeling low.
11. The sharing of sorrows and joys was great. Good to know you weren't alone with your problems.

What additional information do you need?

1. Time to get the work done.
2. None.
3. Just continued shoulders to lean on.

"Plans for the Future" (cont.)

What additional information do you need?

4. Any great new ideas you come up with.
5. A greater variety of hand-out colors.
6. All I can get: Units to teach, new ideas, information on gifted.

Rate 1-5 (1-poor; 5-outstanding):

A. Achievement of inservice objectives or purpose.
Mean 5 Median 5

B. Presentation of content.
Mean 5 Median 5

Do you have any comments or suggestions on facility, time, scheduling, etc.?

1. No.
2. Great!
3. Prefer during school time but then I couldn't come!!! thanks for everything. I have so many ideas for working in regular classroom and with gifted L.D.'s! It's been super.
4. Just a thank you for all you've helped me with. I've learned a great deal and feel better for being a part of the program.
5. Thank you for all, everything and anything! You're the best maybe that's why this project has blossomed!
6. No. I need help on scheduling. Would like to include 3rd grade.
7. In a few weeks, check with me about some scheduling ideas! Thanks for a very good experience!!
8. Thanks.
9. Thanks very much to Suzann for making the extra effort to keep me up to date on all the meetings I missed.

Let's Synchronize Our Acts!

March 5, 1980

Those present:

Vicky Stewart
Barbara Schmidt
Neil Feser
Phyllis Rosenquist
Don Fritz

What information presented was most helpful?

1. All of it.
2. New information on upcoming workshops, etc. Computer handouts--for future use.
3. All.
4. Information regarding summer courses and upcoming programs for gifted kids.
5. Your general good-natured pep talk!!

What additional information do you need?

1. No more now.
2. Post testing information. Future Problem Solving Bowl information.

Rate 1-5 (1-poor; 5-outstanding):

A. Achievement of inservice objectives or purpose.
Mean 4.5 Median 4.5

B. Presentation of content.
Mean 4.5 Median 4.5

Do you have any comments or suggestions on facility, time, scheduling, etc.?

1. OK.
2. Never enough time--interaction with the others make me think of more information I need.
3. Good.

EL. ED. 991 3 Hours Field Studies in ED.
SEC. ED. 991 3 Hours Field Studies in ED.
LPS Staff Development 3 Hours
SEMINAR: TEACHING THE GIFTED

June 11 - 29, 1979
9:00 a.m. to 12:00 Noon
Kahoa Elementary School

Seminar Description:

This seminar will focus on three areas: Educational Theory as it applies to the teaching of the gifted and talented; demonstration, observation and practice related to suitable strategies for working with gifted and talented students; and development of materials and delivery systems appropriate for gifted and talented students.

The seminar format will include mini-lectures, group dynamics, resource speakers, demonstrations, panel discussions, practicum with gifted children.

Text:

Teaching The Gifted Child, James Gallagher

Course Objective and Organization:

1. Participants will demonstrate knowledge of identification and assessment by preparing a plan for identification and assessment to be used in his/her classroom situation.

2. Participants will demonstrate knowledge of program planning by presenting a written plan with sample activities.

3. Participants will demonstrate knowledge of evaluation of gifted by designing a planning and evaluation form.

Evaluation:

Completion of the following required activities will entitle the participant to a grade of B for the seminar. If you want a grade other than B, you may contract with the instructor.

We want this experience to be a practical one for you, so if you have a project that would be more appropriate for your particular situation, please discuss it with your instructor.

Seminar Requirements (for B grade):

Identification and Assessment Procedures
Ideal Program
Sample Activities
Planning Form

Contracting for Grade of A

Requires contracting for 50 points on Extended Activities list or project agreed upon by instructor and student equivalent to 50 point activity on existing list.

Suggested Extended Activities (for A)

Write a research paper in the area of your choice - 50 points.

Possible topics for research:

- Individualizing
- Learning Styles
- Creativity
- Leadership Abilities of Gifted
- Talents in Fine Arts
- Career Exploration
- Peer Tutoring
- Counseling the Gifted
- The Underachieving Child
- Motivating the Gifted
- Teaching Strategies

Develop a learning center using criteria listed in START. Design activities for students working on the same objective or concept but at different levels. (50 points)

Research simulations, gaming, role-playing, and dramatizations. Write a rationale for why these techniques would benefit gifted students. Make a collection of samples for use in your classroom. (25 points)

Write a curriculum unit. (50 points)

Plan three inservice sessions using 3 levels (Triad Model). (50 points)

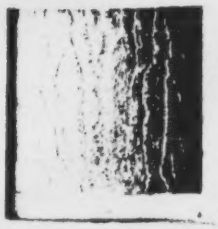
Journal abstracts (5 points each).

Book abstracts (15 points each)

Abstracts must include:
- Purpose or problem
- Findings
- Synopsis
- How it could apply to classroom

Interview a gifted student, parent of gifted, teacher of gifted, Board member. (10 points each)

Review of curriculum materials (25 points)



ESURG Contact Teacher Reactor Tabulation

No. of years as a Contact Teacher ____

Please react to the following general and personal statements by circling the number which most accurately reflects your opinion.

Disagree				Agree			Does Not Apply		MEAN
1	2	3	4	5 2	6 3	7 9	NA	1. The ESURG Contact Teacher training (on-site, guest speakers, meetings) has been worthwhile.	6.5
1	2	3	4	5	6 2	7 10	NA 2	2. The guest speakers provided by the ESURG staff have been of value.	6.8
1	2	3	4	5 2	6	7 5	NA 7	3. The guest speakers provided for the local ESURG class have been of value.	6.4
1	2	3	4	5 1	6 2	7 5	NA 6	4. The Nebraska Association for Gifted (NAG) Convention sessions have been worthwhile.	6.5
1	2	3 1	4	5 1	6 1	7 11	NA 1	5. The on-site visits of the ESURG consultants have been of value.	6.7
1	2	3	4	5 4	6 4	7 6	NA	6. The instruction provided by the ESURG staff in curriculum development was sufficient for writing an ESURG unit.	6.1
1	2	3	4	5	6 3	7 11	NA	7. The ESURG Interest Fair sessions were worthwhile for students and parents.	6.7
1	2	3	4	5	6 3	7 9	NA 2	8. The field trips offered through Project ESURG were appropriate for gifted students.	6.7
1	2	3	4	5 2	6 2	7 5	NA 4	9. The evening workshops (Trace Your Tree, Chemistry Concoctions, and Grease Paint Players) were beneficial for gifted students.	6.4
1	2	3	4	5 3	6	7 12	NA	10. The ESURG Consultant provided sufficient "moral support" to the Contact Teacher at the local school site.	6.6
1	2 1	3 1	4 1	5 3	6 1	7 7	NA	11. There has been sufficient administrative support of Project ESURG at the local school site.	5.2
1	2	3 1	4 1	5 4	6 1	7 7	NA	12. The members of the local school board support continuing Project ESURG.	5.8
1	2	3	4	5 2	6 6	7 6	NA	13. Most gifted students benefited from participation in Project ESURG.	6.2
1	2	3	4	5 2	6 11	7 1	NA	14. Most activities offered to students in the ESURG classroom were worthwhile.	5.9

(OVER)

ESURG CONTACT TEACHER REACTOR (Cont.)

Disagree				Agree			Does Not Apply		MEAN
1	2	3	4	5	6	7	NA	15. There has been adequate parental support of ESURG within the local area.	5.6
			1	2	5	6			
1	2	3	4	5	6	7	NA	16. ESURG affective and cognitive strategies can be used in the regular school program.	6.2
			1	1	5	7			
1	2	3	4	5	6	7	NA	17. The ESURG classroom atmosphere is positive and friendly.	6.6
					5	9			
1	2	3	4	5	6	7	NA	18. A gifted program will continue at my school for next year.	6.1
	2				1	10	1		
1	2	3	4	5	6	7	NA	19. Having a gifted program in my school is a positive addition to the total program.	6.6
				1	3	10			
1	2	3	4	5	6	7	NA	20. ESURG training fosters the development of a positive attitude toward working with gifted students.	6.7
				2		12			
1	2	3	4	5	6	7	NA	21. I plan to be involved in the gifted program at my local school site next year.	6.8
					2	11	1		
1	2	3	4	5	6	7	NA	22. ESURG training has had a positive effect on my professional philosophy.	6.7
				1	2	11			
1	2	3	4	5	6	7	NA	23. ESURG training has made me grow--personally or professionally.	6.5
			1	1	1	11			
1	2	3	4	5	6	7	NA	24. My knowledge of gifted education has broadened this year.	6.3
			1		6	7			
1	2	3	4	5	6	7	NA	25. I feel more willing to innovate or try new techniques as a result of ESURG training.	6.6
				1	3	10			

Project ESURG

RESPONSIBILITIES OF PARTICIPANTS

1. ESU #2 Project ESURG personnel will act as facilitators to:

   a. Clarify what is needed in the program.

   b. Arrange inservice training for teachers (outside speakers).

   c. Provide inservice training material.

   d. Assist in establishment of education programs for the gifted and talented.

   e. Consult on an on-going basis in the participating schools.

   f. Assist in developing, monitoring and evaluating the educational program.

2. Principals:

   a. Will help identify Contact Teachers who are interested and have a desire and willingness to be teachers of the gifted.

   b. Will contract with individual teachers for individually devised plans of inservice instruction. This can vary according to: 1) individual plans being submitted by individual teachers, and 2) joint plans developed by teachers, principals and ESU #2 Project ESURG personnel.

   c. Will help in the identification process of students for the programs developed.

   d. Will provide support and on-going evaluation of the program.

   e. Will coordinate activities with ESU #2 Project ESURG personnel.

   f. Will monitor parental contact and information.

   g. Will provide leadership through staff meetings and in-service total staff.

   h. Will provide release time for Contact Teachers to attend five days of inservice.

   i. Will provide a written letter of commitment supporting the program.

RESPONSIBILITIES OF PARTICIPANTS (cont.)

3. Contact Teachers:

   a. Will make a written commitment to the program.

   b. Will demonstrate an interest in the program by attending inservice activities.

   c. Will implement activities for the gifted and talented.

   d. Will monitor the progress of activities and provide an on-going evaluation of the program.

   e. Will be responsible to report progress to school administration in regular predetermined intervals.

   f. Will attend inservice training provided by Project ESURG personnel.

4. Gifted students will be directly affected through:

   a. Development of specialized programs tailored to their unique needs.

   b. Expanded opportunities available because of greater teacher awareness of nature and needs of gifted.

CONTACT TEACHER CONTRACT

Date _____

I, _____ am aware of of the responsibilities of Contact Teacher in Project ESURG and will assume those responsibilities.

_____

Signed

_____

School

APPENDIX IV

Proposed ESURG Format for Gifted Students in Saunders County Class I Schools. 1

ESURG Flyer (Project newsletter). 3

Parent Invitation to ESURG Interest Fair and Student Participation Permission Form 6

Topics, Goals and Objectives for Parent Inservice 12

Parent Evaluation of Interest Fair 14

Educational Service Unit No. 2

OF THE STATE OF NEBRASKA

R.F.D. #6 AT 2320 NORTH COLORADO AVE. PHONE (402) 721-7710

FREMONT, NEBRASKA 68025

DR. ALLAN W. HANSEN, Administrator

MISS RUTH MOLINE, Director
Instructional Media

MR. MARTIN KOOLEN, Director
Special Education

MR. WILLIAM H. MINCHOW, Director
Consultative Services

Proposed ESURG Format for Gifted Students in Saunders County Class I Schools

Background: For the past 2 years, Project ESURG (Exemplary Systems Unique for Rural Gifted) has provided instruction for students in grades 4-8, identified as academically and/or intellectually gifted. Held in the larger public and parochial schools in the 4 counties served by ESU #2, these classes met for approximately 1 hour per week. During the first year these classes were taught by the ESURG Consultant; last year they were run jointly by the Consultant and a local "Contact Teacher". Parents in Saunders County transported students to schools in Wahoo and Weston for these sessions.

This Year: Letters were sent to all schools participating in Project ESURG encouraging teachers to identify students as candidates for the program. Students in 3rd grade were also included in the screening for the first time.

Good News: More students than expected were identified: As existing classes in the public and parochial schools grew in size, ESURG Consultants were unable to place visiting students in Wahoo and Weston.

For this reason, the ESURG staff are inviting all identified ESURG students from Saunders Class I schools to meet for 1 full day per month. We are proposing the 1 full day per month format for several reasons: 1) The curriculum will maintain greater continuity. 2) The students will have a longer period of time to get to know each other. 3) The travel time and energy required to come to class will be minimized.

Activities:

When: One Friday per month (students will be informed of the meeting dates in a flier sent to their school).

Where: St. Wenceslaus Church basement, 2nd and Beech Street, Wahoo, NE 68066.

Lunch: Sack lunch or hot lunch at Newman High School, 80¢, (must make reservation in advance, call St. Wenceslaus at 443-3336 on Wednesday, October 17th, between 8:00-10:00 A.M.).

Instructors: Suzann Dutton and Jan Rogers, Consultants, Project ESURG; Jerry Voboril, St. Wenceslaus, ESURG Teacher-in-Training.

Continued

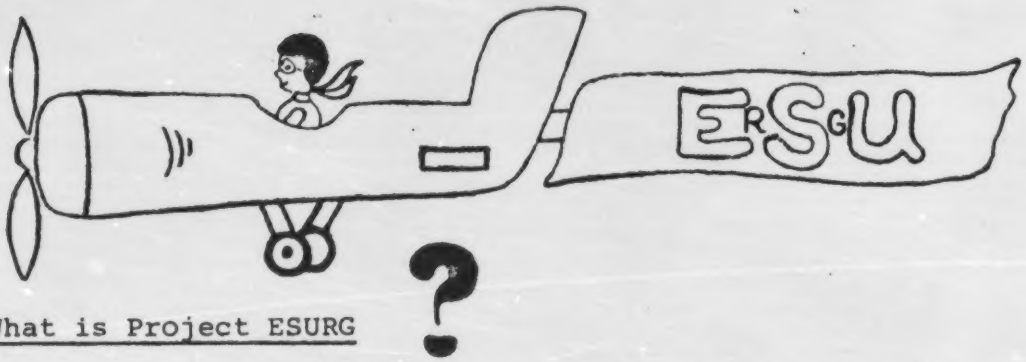
Offerings: Each full day will be devoted to one theme.

Proposed Topics Include:
--Computers (we have a microcomputer for students to use)
--Careers
--Energy
--Law
--Collections

All units offered will provide students the opportunity to develop and/or extend their skills in Creativity, Problem-Solving and Self-Awareness.

First Session -- Friday, October 19th

ESURG Flyer



What is Project ESURG

ESURG stands for Exemplary Systems Unique for Rural Gifted. It is a federally funded educational project based at the ESU #2 in Fremont, Nebraska.

The purpose of the project is to help local schools develop and maintain Gifted Education programs for students in grades 3-8. As teachers gain educational expertise in dealing with gifted students, they also assume more responsibility for the classes with gifted students. Project ESURG is now in its third year of operation. At this time, local teachers are in charge of local programs.

Year 1 (1977-78) - ESURG Consultants teach classes in local schools

Year 2 (1978-79) - Local teachers and ESURG Consultants share teaching responsibilities in local schools.

Year 3 (1979-80) - Local teachers assume responsibility for classes; ESURG Consultants supervise classes and teach students from Saunders County Class I schools.

ESURG Consultants are in frequent contact with the local teachers to discuss curriculum design, testing, activities and scheduling.

Because one goal of the project is to design learning activities especially appropriate for the individuals within the class, offerings vary from school to school. However, each ESURG school offers students opportunities to experience work in creativity, self-awareness and problem-solving.

PARENTS ARE IMPORTANT

One of our major goals is to share with you information about the special nature and needs of your gifted child. By working together, we can all share the joy of watching a mind and personality develop to its full potential.

Enclosed are some materials developed by various authorities in the field of Gifted Education.

As you read, please keep in mind these ideas: 1) The staff of Project ESURG recognizes the individual differences of children; therefore, not every statement in the articles may apply to your child. 2) Project ESURG supports the idea that growth occurs when students encounter challenges. Therefore, we support activities which foster intellectual stimulation, social responsibility and task completion.

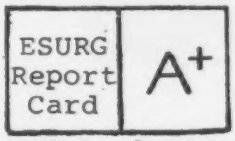
ESURG Interest Fair

We are in the process of organizing the 1980 ESURG Interest Fair. Last February, ESURG students, parents and teachers gathered at Archbishop Bergan High School to hear specialists share information about their careers or interests.

This year's date, location and format are being arranged. Further information will be made available at a later time.

There will again be opportunities for parents to gather and share information concerning Gifted Education, the local programs and gifted children's needs.

Last year's parent attendance was outstanding and we hope to see many of you this year.

Project ESURG Successful in 1978-79 

Dr. Stanley Vasa, UNL Professor and Evaluator of Federal Programs reports: "In summary, the data gathered by Project ESURG points to the success of implementation of a program for gifted and talented in rural areas. The project staff has been very successful in the recruiting of excellent contact teachers and soliciting the cooperation of local school districts within the unit."

We're pleased!

NEED MORE Information?

The project has many books, magazines and handouts related to Gifted Education available for checkout.

If you have questions or need further information please contact either your local ESURG Teacher or the ESURG Consultants.

Suzann Dutton
Jan Rogers
2320 N. Colorado Ave.
Fremont, NE 68025
721-7710

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Dear Parents and Students:

Enclosed is information concerning the ESURG Interest Fair. This will be our January class day for our District 1 students. We are very excited about the day and hope that our students and our parents will be able to attend.

Some of the information references to the contact teacher and her class. We, at the Service Unit, are your contact teacher. Please fill out the necessary forms and return them to the Service Unit in the enclosed envelope. As is mentioned on the registration form, some sessions will have a maximum number, so return your forms as soon as possible.

The forms also discuss transportation. In your situation, you will need to handle transportation as you have in the past when going to Wahoo. If you are having trouble arranging for transportation, maybe your local teacher can help you coordinate with someone else in the area.

We hope to see you all the 29th.

Sincerely,

Project ESURG

ESURG/kam

In order to assist us in scheduling, please return the following information to your local ESURG Contact Teacher before January 14, 1980:

_____ of _____ School has
(Name of Student)

my permission to attend the ESURG Interest Fair on January 29,

1980 at Midland College, Fremont, NE.

_____ will be attending with the student.
(Name of Adult)

____ No adult will be able to attend.

TRANSPORTATION

____ I can supply transportation for ____ # additional people.

____ I cannot supply transportation.

LUNCH

____ # of cafeteria lunches @ $1.90 each.

____ # of snack bar lunches (prices vary).

____ We will provide our own lunches.

I need further information. Please contact me.

Name _____ Home Phone _____

Address _____ Business Phone _____

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Project ESURG

Welcome Parents!

We are glad that you could attend the second ESURG Interest Fair. Your support is greatly appreciated.

Some items to help you plan your day:

(1) Keynote

The opening session in Eppley Auditorium features former Gifted Consultant Dr. John Dudley who will help us set the tone for the day.

(2) Special Parent Sessions

We are especially fortunate to have Dr. Anne Crabbe and Jody Batten with us today. Dr. Crabbe (Supervisor, Gifted Programs, Nebraska Department of Education) offers us a wealth of information concerning Gifted Education due to her involvement at the state and national level. Mrs. Batten (Coordinator of Gifted Programs, Lincoln Public Schools) is a past-president of the Nebraska Association for the Gifted and a nationally respected leader in Gifted Education.

Jan Rogers of Project ESURG will join Mrs. Batten and Dr. Crabbe in a question and answer session for parents immediately following the opening session.

(3) Visiting the Student Sessions

Please note that parent sessions are being offered during sessions A & C. Please feel free to attend either the morning parent meeting or a student session. Because the afternoon student sessions (C) are activity-oriented and restricted in size, we are asking you to be a short-time observer only at these offerings.

(4) Informal Contact

The time from 11:15 - 12:00 can be spent meeting informally with the ESURG staff and/or local Contact Teachers or visiting student sessions.

(5) Browsing?

The campus bookstore is located in the Administration Building and will be open for browsing.

(6) In Closing

The final parent session will be released 15 minutes before students so that you can have time to fill out your evaluation sheet, deposit it in the ESURG box in the registration lobby and meet your child. Please help your child remember to evaluate the day as well.

Thank you again for your participation.

Cordially,

Suzann Dutton, Jan Rogers

Suzann Dutton and Jan Rogers
Consultants, Project ESURG

SD,JR/lk

STUDENT SESSIONS

Session A 10:15-11:00	Session B 11:15-12:00	Session C 1:00-3:00
The Computer B10 R07	The Computer B10 R07	Computer Country B10 R07
Fast Food Phenomenon B10 R10	Fast Food Phenomenon B10 R10	Architecture Art B10 R06
Interior Design B10 R104	Interior Design B10 R104	Overcoming De Feet B17 Auxiliary Gym
Agriculture B10 R201	Architecture B10 R201	Copper Capers B10 R107
Speed Reading B10 R301	Parachuting B10 R301	Chemistry Concoctions B10 R307
Poetry is Pleasing B10 R304	Collecting B10 R304	Visions in Video B10 R10
Lifetime Athletics B10 R12	Lifetime Athletics B10 R12	Fiction Factory B16 R108
Flow Charting B16 R108	Mysterious Mathematics B16 R108	Band on the Run B16 R102
Wildlife Management B16 R109	Young Presidents B16 R109	Grease Paint Players B4 Go in orange canopy door
Heritage Hunt B16 R110	Heritage Hunt B16 R110	Junior Sky Watchers B10 R104
	Planetarium B11	

PARENT AND STUDENT SCHEDULE

9:00 - 10:00	Welcome - John Dudley - Eppley Auditorium
10:15 - 11:00	Session A - Student/Parent Offerings
11:15 - 12:00	Session B - Student Offerings
12:00 - 1:00	LUNCH (See information below)
* 1:00 - 3:00	Session C - Student Workshops
** 1:00 - 1:45 and 2:00 - 2:45	Sessions C - Parent Offerings

PARENT SESSIONS

General Welcome

9:00 - 10:00 Welcome - John Dudley
Eppley Auditorium

Session A

10:15 - 11:00 General Information for Parents
Anne Crabbe, Jody Batten, Jan Rogers
Eppley Auditorium

Session C 1:00-1:45	Session C 2:00-2:45
Differentiation for Gifted: State & National Perspective Anne Crabbe B10 R304	Classroom Activities for Gifted Jody Batten B10 R301-303
Classroom Activities for Gifted Jody Batten B10 R301-303	Differentiation for Gifted: State & National Perspective Anne Crabbe B10 R304

NOTE: B = Building (See Map)
R = Room

Basement Rooms = 01 - 99
First Floor Rooms = 100's
Second Floor Rooms = 200's
Third Floor Rooms = 300's

LUNCH = Building 5 on your map--Cafeteria.

SNACK BAR = Building 4 on your map--Student Center.

SACK LUNCH = Building 4 on your map--Student Center.

SEE OTHER SIDE FOR STUDENT SCHEDULE

Topics, Goals and Objectives for Parent Inservice

As educational services to gifted students are delivered at the local level, parental support becomes essential. In order to foster appropriate parental action, several services need to be offered by the gifted educator: formal inservice sessions and informal conferences.

The Project ESURG staff suggests that the following topics be included in a local district's long-range parental awareness plan:

1. Nature and Needs of the Gifted
   a. Definitions - national and district
   b. Rationale/philosophy
   c. Cognitive/emotional needs

2. Techniques/Strategies designed to meet cognitive/emotional needs
   a. Increased complexity/abstraction of curriculum
   b. Creativity: convergent/divergent thinking
   c. Problem-solving
   d. Research skills
   e. Intellectual risk-taking environment

3. Description of your project
   a. How project is in accordance with needs of gifted students, laws, local guidelines.
   b. Identification procedures
   c. Grading/student assessment

4. The parent's role in the home
   a. Providing appropriate experiences
   b. Motivating
   c. Empathy with and support for gifted status
   d. Supporting excellence in performance
   e. Supporting school program for gifted

5. Overview of Gifted Education on a national and state level
   a. Examples of other programs, models
   b. Five areas of giftedness and appropriate models for each area
   c. Theories/research of major experts in the field
      1. Guilford-Meeker
      2. Terman
      3. Torrance
      4. Williams
      5. Others

6. Legislative status of Gifted Education
   a. National, state, school board levels
   b. Appropriate methods of support

Topics, Goals and Objectives for Parent Inservice (cont.)

7. Where to locate additional information
   a. Bibliographies
   b. Conferences - NE Association for Gifted, CEC, NAGC, etc.

In order to effectively inform parents and involve them in a local gifted program,the following goals and objectives serve as guidelines for designing minimum coverage:

Goal 1. To increase parent's knowledge of giftedness and appropriate educational experiences for the gifted as evidenced by a significantly higher degree of knowledge reported among recipients of program services than among non-recipients when computed on a yearly assessment form.

Objective 1.1. The parent will attend scheduled inservice sessions

Objective 1.2. The parent will attend scheduled individual conferences

Objective 1.3. The parent will receive written material from the Gifted Education project and respond appropriately to any legal requests (permission slips, testing release forms, etc.)

Goal 2. Parents will actively support the services offered to gifted students. Attainment of this goal will be evidenced by parent participation in at least 1 of the following objectives as recorded on the yearly assessment form.

Objective 2.1. The parent will attend scheduled awareness inservices

Objective 2.2. The parent will sign appropriate release forms (permission to participate in program, field trip releases, testing permission, etc.)

Objective 2.3. The parent will assist the gifted program by participating in student activities, field trips, etc. as requested

Objective 2.4. The parent will attend scheduled individual conferences concerning the gifted student's program

Objective 2.5. The parent will become politically involved in Gifted Education at a local, state and/or national level

Please rate the sessions you attended
AND...
return this sheet to the ESURG box in the lobby of the science complex
OR...
leave it with your afternoon presenter.

Next to the title of the session, put the score of 1,2,3,4,5,6 or 7
(a 7 = GREAT!; a 1 = YUK!) R = Responses M = Mean Score

****

9:00 - 10:00

M5.9 R45 Dr. John Dudley

****

Session A 10:15 - 11:00

M5.3	R3	The Computer	R1	Poetry is Pleasing	M7.0
M6.0	R3	Fast Food Phenomenon	R1	Lifetime Athletics	M3.0
M6.2	R4	Interior Design	R2	Flow Charting	M5.5
M4.0	R3	Agriculture	R2	Wildlife Management	M6.5
M5.5	R6	Speed Reading	R2	Heritage Hunt	M5.5

****

Session B 11:15 - 12:00

M6.2	R4	The Computer	R1	Lifetime Athletics	M4.0
		Fast Food Phenomenon	R5	Mysterious Mathematics	M6.6
M5.6	R3	Interior Design		Young Presidents	
M3.0	R2	Architecture	R6	Heritage Hunt	M6.0
M6.6	R3	Parachuting	R12	Planetarium	M6.6
M5.6	R6	Collecting			

****

Session C 1:00 - 3:00

M5.3	R3	Computer Country	R2	Visions in Video	M6.5
M5.0	R3	Architecture Art	R1	Fiction Factory	M7.0
M7.0	R2	Overcoming De Feet	R4	Band on the Run	M3.7
M6.5	R2	Copper Capers	R5	Grease Paint Players	M6.2
M7.0	R4	Chemistry Concoctions	R5	Junior Sky Watchers	M6.2

****

PARENT SESSION
Session A 10:15 - 11:00

M5.7 R30 Anne Crabbe, Jody Batten, Jan Rogers

****

PARENT SESSIONS
Session C 1:00 - 1:45 & 2:00 - 2:45

M6.0 R22 Jody Batten

M6.5 R23 Anne Crabbe *Jan Rogers

****

COMMENTS:
On other page.

Parents Comments
ESURG Interest Fair
January 29, 1980

1. Enjoyed it. Well organized.
2. Keep a consultant at the ESU unit to continue correspondence and programs. Food at the Cafeteria was Good! Jody Batten could have spoke louder. I believe the kids really enjoyed the day.
3. Certainly hope the program for gifted can be taught next year in the schools.
4. This was a very interesting and informative day. Thank you very much.
5. Congratulations!!! Thank you for sharing this with me! I appreciate the work involved and wished that in some way I could contribute. It was just "7". P.S. We definitely need a full-time counselor.
6. We do need a consultant at the ESU unit!
7. Excellent program, needs the funding.
8. Informative but not what was expected. There was ample time to cover the legislation and the gifted child.
9. Really informative--Need a Gifted Consultant at service unit--Consider it.
10. Really Great and Midland College was a good place to have it.
11. Think that 3rd grade are to young for this.
12. We need an ESU Consultant!
13. We need to keep a consultant in the ESURG program.
14. Please get a consultant at the ESU #2 for Gifted Children.
15. Do hope this Interest Fair can continue and that we will be able to continue with help from ESU.
16. I feel that the Service Unit needs a consultant to coordinate the gifted program for the coming year.
17. ESURG needs a consultant! Please! It was very enjoyable.
18. There is definitely a need for the continuation of ESURG.
19. We need a ESU Consultant.
20. Consultant needed in Service Unit.
21. Could have talked louder over motor noise. There should be a consultant at the ESU Center for the contact teachers to refer to as needed. The whole day was most interesting. The selection of topics were very wide for the kids to choose. The course on Speed Reading was most informative--I think there should be more follow-up on this. The course on Lifetime Athletics should have been more specific on the kinds of lifetime sports. Boys and girls in sports already have heard about sportsmanship, practice, etc. before. The dancing course looked like fun.

22. I think the third graders were to young to get much out of most of the classes.
23. Excellent.
24. Dr. John Dudley very definitely a "7". We need to keep a consultant in the ESU.
25. Enjoy this fair very much as it is so exciting to see young people of this type so involved in creative ideas.
26. We enjoyed the opportunity of visiting all the different sessions in our time slots.
27. Midland College has good facilities for this.

APPENDIX V

Project ESURG Dissemination 1979-80. 1
Project ESURG pamphlet 4
ESU 2 Update Newsletter. 7
NAG Newsletter (Nebr. Assoc. for Gifted) 8
Gifted Child Quarterly Fall, 1979. 10
ESEA Title IV-C State Advisory Council Visitation Report. 11

Project ESURG

DISSEMINATION 1979-80

We had approximately 25 inquiries by letter from 16 different states and Canada. All inquiries were answered. (See attached materials.)

Dissemination continues to be carried out as inquiries arrive.

An abstract is being prepared for the ERIC file.

DIRECT DISSEMINATION

Date	Locations	Topic	Audiences	Presenter
8/ 1/79	Creighton University Omaha, NE	ESURG Model and Units	Teachers	Rogers
8/23/79	Fremont High School Fremont, NE	Individualizing Gifted	Teachers Administration	Dutton/Rogers
10/ 5/79	Wahoo, NE	Program Options	Saunders County District I Teachers	Dutton/Rogers
10/11/79	Omaha, NE	Individualizing of Instruction	Teachers Parents	Dutton
10/18/79	Midland College Fremont, NE	Identification and Strategies	Undergraduates	Rogers
10/23/79	Clinton School Lincoln, NE	ESURG Model and Classroom Strategies	Teachers	Rogers

DIRECT DISSEMINATION (Cont.)

Date	Locations	Topic	Audiences	Presenter
10/25/79	Council for Exceptional Children Lincoln, NE	Project ESURG	Teachers Administration	Dutton/Rogers
10/26/79	Bradshaw, NE	Individualization of Instruction	Teachers Administration	Dutton
1/29/79	Interest Fair Midland College Fremont, NE	Legislation and Program Options/Parental Role in Gifted Program	Parents	Rogers
2/26/80	Goodrich Junior High Lincoln, NE	ESURG Model and Classroom Strategies	Teachers	Rogers
3/ 6/80	Science Fair Mead, NE	Judging	Teachers Administration Students	Dutton/Rogers
3/ 7/80	Science Fair Logan View, NE	Judging	Teachers Administration Students	Dutton/Rogers
3/14/80	Columbus, NE	ESURG Model, Classroom Strategies and Parental Role	Teachers	Rogers

DIRECT DISSEMINATION (Cont.)

Date	Locations	Topic	Audiences	Presenter
3/14/80	Columbus, NE	ESURG Model and General Awareness	Kiwanis	Rogers
4/ 9/80	Norfolk, NE	External Visitation	Teachers Administration	Dutton
4/29/80	Gates Chili Public Schools Rochester, NY	ESURG Model, Classroom Strategies, Parental Role and Program Development	Teachers Administration Parents	Rogers
6/16/80	Symposium on Gifted Education Lincoln, NE	ESURG Model and Curriculum	Teachers Administration	Rogers

EXPANDING THE HORIZON...

...TO ENRICH THEIR MINDS

Project ESURG

Exemplary Systems Unique for Rural Gifted

ABOVE: Front cover of pamphlet

BELOW: Back cover of pamphlet

ESEA Title IV
Nebraska Department of Education
P.O. Box 94987
Lincoln, Nebraska 68509

Project ESURG

Director:
William Minchow

Consultants:
Jan Rogers
Suzann Dutton

Educational Service Unit No. Two
2320 North Colorado Avenue
Fremont, Nebraska 68025

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare under Title IV of the Elementary and Secondary Education Act. However, the opinions do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

needs of the gifted, current information relating to instruction of the gifted, programs and curriculum design, development of a management system for the program, consulting strategies with other teachers and parents, and evaluation. By developing specialized curriculum and using the teaching strategies suggested by Project ESURG consultants, these teachers will be able to serve gifted students in future years.

Project ESURG staff members provide consultative support to contact teachers in the areas of identification of gifted students, program and curriculum design and teaching strategies. The contact teacher then becomes the director of the local program and identifies students, schedules classes, teaches, and arranges local inservice sessions. This is a step toward the ultimate goal of each rural school maintaining its own program independently.

Project ESURG contact teachers may obtain graduate credit from the University of Nebraska-Lincoln by participating in inservice sessions and by teaching gifted students. Graduate level courses in gifted education are offered for all teachers and administrators in the Educational Service Unit No. Two area. These courses are taught by ESURG consultants and university staff.

In addition, workshops presented by state and national experts in the field of gifted education have been offered by the project.

In order to provide general information about the gifted child and gifted education, Project ESURG provides conferences and informational meetings throughout the year for parents. Parents are also encouraged to visit the Project ESURG classes and to participate in activities sponsored by the project.

Additional Support Services

ESURG consultants coordinate a one-day conference for students, parents and participating teachers. Professionals in various occupations as well as nationally known experts in the field of gifted education present informational sessions on a variety of topics.

Evening workshops and field trips are offered to students interested in further study.

For More Information

Project ESURG welcomes visitors. For more information about the program, or to schedule a visitation, contact Project ESURG, Educational Service Unit No. Two, 2320 North Colorado Avenue, Fremont, Nebraska 68025.

BELOW: Right inside cover of pamphlet

Need

The current emphasis on designing educational programs had led to much inquiry into providing appropriate curriculum for the gifted and talented students.

There is a variety of school systems in rural eastern Nebraska with a range of from 10 to more than 3,000 students per building.

To help meet the needs of rural gifted students, a program was developed by Educational Service Unit No. Two, a tax supported agency that provides consultative, media and psychological services to schools in Saunders, Dodge, Burt and Cuming counties in Nebraska. The program is called "Exemplary Systems Unique for Rural Gifted" or "Project ESURG".

Project ESURG assists rural schools in developing and implementing programs for gifted students in third through eighth grades. It is funded by the Nebraska Department of Education through Title IV-C of the Elementary and Secondary Education Act.

Classes and Curriculum

Project ESURG provides separate enrichment classes on a weekly basis for students who are academically, intellectually and/or creatively gifted. In these multi-grade classes, students with comparable ability have the opportunity to work together in an atmosphere which encourages research, exploration and creativity.

Parents of students from smaller rural schools transport their children to nearby towns to attend classes. Project ESURG offers rural children the opportunity to meet with intellectual peers from other schools and of different ages to discuss topics which are designed around their common abilities.

Classes are taught by a Project ESURG consultant and a contact teacher from the local school.

A unit approach is used to incorporate the skill areas in Project ESURG curriculum guidelines. Six sets of strategies are emphasized: creativity, self-actualization, group dynamics, critical thinking, intellectual enrichment, and personalized study. Units have been developed in local history, logic, photojournalism, the Middle East crisis, futurism, family heritage, career selection, cryptography and others.

Teacher Training

Workshops for teachers have been conducted on the following topics: identification of the gifted, nature and

Gifted children are children who excel markedly in ability to think, reason, judge, invent or create and who need special facilities and/or educational services in order to assist them in achieving their potential and for the contributions they may make to the community, state and nation.

BELOW: Left inside cover of pamphlet

ESU 2 UPDATE

VOLUME I, Number 8 — A Monthly Newsletter — April 1, 1980

EDUCATIONAL SERVICE UNIT #2, 2320 North Colorado Avenue, Fremont, Ne 68025 — Phone 721-7710

APRIL 1980

ALL MEETINGS AT ESU CONFERENCE ROOM UNLESS OTHERWISE INDICATED

from ESURG Program---

National Future Problem Solving Bowl will be held in Lincoln, Ne at the Nebraska Center for Continuing Ed on Wednesday, April 30.

Congratulations are in order to the Beemer HS Future Problem Solving Team. This group coached by Vicky Stewart qualifies for the National FPS Competition to be as stated in Lincoln.

Wahoo West Ward Elementary also receives special recognition for making the FPS Nat'l Honor Roll by qualifying as an 'alternate'. NICE WORK, TEAMS!

ESU-2 SUMMER WORKSHOPS

INTRODUCTION TO GIFTED EDUCATION, K-12

Instructor:	Suzann Dutton, Gifted Consultant, ESU #2
Location:	Midland College Building/Room to be announced
Dates/Times:	June 9, 10, 11, 12, 13, 16 9:00 - 12:00 and 1:00 - 4:00
Course No.:	Midland, _____ 3 Senior Credits

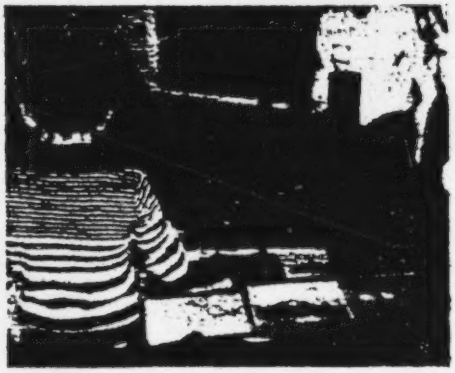
The class will offer practical ideas for identifying and meeting the needs of gifted students in the regular classroom. Sessions will focus on appropriate differentiation for gifted within specific subject areas; meeting social-emotional needs; classroom management; and meeting individual needs.

Nebraska Association for the Gifted Newsletter

Spring/Summer 1979

ESURG Community Involvement Project

by Jan Rogers



ESURG students enjoy session on "collecting."

The ESURG class at Ceresco Elementary School is conducting a historical study of their local community. Students did an analysis of material already available on Ceresco history including a Bicentennial booklet, newpaper accounts of past events and a research paper done by a UN-L history student.

When a summary of "Information We Already Have" was completed, plans were made to add to the "Knowledge Bank of Ceresco". Dr. Robert Manley conducted a seminar to assist students in the use of oral history techniques as a method of gathering additional information concerning cultural heritage. Students composed questions, practiced interviewing skills with the couple who had written the Bicentennial book and made an appointment to interview other lifetime Ceresco residents.

Released from school for an afternoon, the ESURG students met with members of the Ceresco Senior Citizens Luncheon Group to conduct intensive interviews. Each students was assigned 3-5 longtime residents who responded to similar questions concerning personal recollections of major events in Ceresco's development. Audio tapes were made of the sessions as well as slides of the participants.

Phyllis Rosenquist, the Ceresco ESURG teacher, is now in the process of editing the 14 hours of oral history onto a master tape. Students will then assist in matching slides of contributors with the anecdotes. Upon completion, the students will present the slide/tape show at a meeting of the Senior Citizens group. (It has been interesting to observe the displays of affection that the participants have shared in their encounters. The elementary student, upon their return from the interview session, expressed desire to return to ask more questions. Some have contacted individuals and have continued the interviews. One elderly citizen commented that the Luncheon Group meetings and working with the children helped make this winter the shortest she could ever remember.)

ESURG Interest Fair:

Resource persons Anne Crabbe and Judy Wooster enjoy a between session break at ESURG Interest Fair.

On February 23rd, Project ESURG sponsored a day long Interest Fair for parents, students and teachers involved in our rural gifted program. Approximately 120 students (grades 4-8), 90 parents and 15 teachers attended the conference which was held at Archbishop Bergan Senior High in Fremont.

The purpose of the conference was two-fold: 1) to provide information concerning the planning and implementation of student independent study projects; and 2) to inform parents of trends in gifted education.

Three keynote speakers presented general sessions to the participants: 1) Judith S. Wooster, Buffalo, NY, author of *What To Do For The Gifted Few* (D.O.K. Publications, 1978), established guidelines for independent study projects using materials she designed especially for ESURG students; 2) Dr. Anne Crabbe, Coordinator of Gifted Programs, Nebraska Department of Education, conducted parent sessions concerning activities to do at home with gifted children, trends in gifted education and guidelines for parental involvement in local gifted programs; 3) Dave Wingert, actor and announcer at WOW Radio, presented materials concerning the performing arts.

In addition, more than a dozen professionals in the areas of art, medicine, music, dance, collecting, creative writing, sports, astronomy and puppetry presented 45 minute sessions. Participants selected three sessions to attend.

Because of high participant interest is some areas, several Interest Fair speakers have been asked to present in-depth evening workshops for ESURG students and parents. These will be held at several locations throughout the ESU #2 area during April.

Nebraska Association for the Gifted
Newsletter

Officers
Ed Virant, President
Penny Rehberg, Vice-President
Ruth Kiekhaefer, Secretary
Gaynelle Goodrich, Treasurer

Editor: Penny Rehberg

Fall/Winter 1979/80

Local Newsnotes

ESURG TRIES A NEW MODEL FOR CLASS I SCHOOLS

by Suzann Dutton and Jan Rogers

Project ESURG (Exemplary Systems Unique for Rural Gifted) is utilizing a new model providing services for students in Class I school districts.

Those Saunders County Class I school students (grades 4-8) who have been identified as academically and/or intellectually gifted are meeting one day a month for six hours at a central location. Prior to this year, the students traveled to nearby classes for one hour per week.

The day's activities relate to a topic area where skills to develop critical thinking, creativity, and self-actualization tion are emphasized. Some of the proposed topics are computeronics, architecture, law, and career planning.

Project ESURG (Exemplary Systems Unique for Rural Gifted) is a Title IV-C program designed to meet the needs of gifted students (approximately 200 in grades 4-8) attending rural public and parochial schools in Nebraska.

In an effort to assist rural schools we provide differentiated programs for gifted students. The Project ESURG staff has developed 5 major goals: to provide direct instruction to students;; to provide inservice to local teachers and administrators; to provide information to parents of gifted students. The primary focus of these services is to assist the rural schools in their effort to provide gifted services independently by the 1980-81 school year.

Student Services

Project ESURG provides services to students who meet state criteria of intellectual, academic and/or creative giftedness. Standardized achievement tests, teacher nominations and/or individual IQ tests are used for identification purposes.

The ESURG students are placed in multi-grade classes for approximately 1 hour per week. Both the ESURG consultant and the local contact teacher provide instruction at that time. Students from one-room schools are transported to classes in larger schools by parent volunteers.

Curriculum is designed around the interests and needs of the students within the class. Six sets of skills are emphasized as main thrusts: creativity, self-actualization, group dynamics, critical thinking, intellectual enrichment and personalized student. The unit approach is used in an effort to incorporate as many skill areas as appropriate for a given topic.

On-Site Services To Local Schools

For each building being served by Project ESURG, a "Contact Teacher" has been identified. Their responsibilities include - team-teaching the ESURG class; developing curriculum for the local class, attending inservices offered by Project ESURG; developing a plan for assuming full responsibility for a local program by 1980.

In service for the contact teachers includes the following:

1) On-Site Training - The ESURG consultant and Contact Teacher team. The contact teacher will generate by second semester activities specifically designed to meet the needs and interests of students in their school's ESURG class.

2) After School Workshops - The ESURG consultants provide at least one session per month at the ESU building for contact teachers and any other interested teachers in the ESU#2 area. To date, 12 hours of graduate level university instruction has been presented.

3) In-Service with Nationally Recognized Educators - Project ESURG consultants and ESU #2 provide all teachers within the ESU No. 2 area with lists of upcoming conventions, seminars, college courses, workshops & lectures which are of specific interest to teachers of gifted students.

Parent Awareness Sessions

To date, every parent of a participating ESURG student has been contacted in one or more of the following ways: personal conference; group meeting at local school; letter; student evaluation reports; inservice session at the Educational Service Unit.

For further information, please contact Jan Rogers and Suzann Dutton, Project ESURG, Educational Service Unit No.2, 2320 N. Colorado Ave., Fremont, NE 68025; phone (402-721-7710)

Project ESURG (Exemplary Systems Unique for Rural Gifted)
Educational Service Unit No. 2
2320 N. Colorado Avenue
Fremont, Nebraska 68025
(402) 721-7710

LEVEL: grades 4-8

PROGRAM DESCRIPTION:
Project ESURG provides on-site classroom training for local teachers, inservice sessions for parents and teachers and provides for developing curriculum.

IDENTIFICATION:
Teacher nomination, 98% on Individualized IQ tests; 96% on Standardized Achievement tests.

EVALUATION:
Measures- ESURG-developed; pre/post over locally prepared units; creativity tests; affective measures.
Results-

MATERIALS AVAILABLE:

VISITATION INFORMATION:
Visitors are welcome by appointment. Contact Melanie Tucker at above address.

OMAHA NEBRASKA'S WESTSIDE COMMUNITY DISTRICT 66 TAG PROGRAM

As part of its commitment to provide an educational climate in which each student may achieve maximum use of his or her abilities, Omaha, Nebraska's, District 66, developed an individualized curriculum for all of its students in all areas K to 12th grade. Each child is given the opportunity to excell commensurate with his intellectual potential, and self pacing programs are in effect throughout the district of approximately eight thousand students.

Students scoring at or above the 98hh percentile on a Wechsler I.Q. test administered by a licensed psychologist are included in the TAG Program. Students with high academic ability and aptitude in a particular talent and those with high interest are often included in the TAG Program. Students with high academic ability and aptitude in a particular talent and those with high interest are often included in the TAG Program from time to time.

Accelerated classroom work in the basic skills, reading, math, and language arts -- -is the heart of the TAG Program. The district has one full time coordinator who directs the TAG Program and coordinates activities for the 16 schools in the district. There is a TAG coordinator at each of the sixteen schools who organizes the activities set up by the district coordinator.

Special mini session in creative writing and deductive reasoning are provided to the TAG students at the elementary level by the district coordinator. The building coordinators offer special pre planning and follow-up for field trips and visits with resource persons that are coordinated by the district coordinator.

STATE OF NEBRASKA

ESEA TITLE IV-C
STATE ADVISORY COUNCIL

This report presents the results of an on-site evaluation visitation conducted by personnel listed below. Direct questions and comments regarding its contents to the Department of Education representative on the team.

ESURG

TITLE OF PROJECT

2/21/80
Date(s) of on-site review

1979-80
Funding Year

Project Director Bill Minchow

Mailing Address Educational Service Unit #2

RFD #6 2320 North Colorado Ave.

Fremont, Nebraska 68025

Members of the Visitation Team

Chairperson Jacob C. Wedden

Member James D. Dawson

Member

*Member John F. Courtney

*Department of Education representative

Team members visited with the following people: (Designate number of persons contacted)

Public School	Private School	
1		Superintendent
1	1	Principal(s)
2		Teachers
5	4	Students
2	1	Parents
1		Board Members
1 Advisory Board		Others (specify)
2 Gifted Consultant		

Rating (circle one)				Please provide a rationale for the decision in the Narrative Section when appropriate:
(yes)	no	na	1.	The activities that are taking place are consistent with the project's objective(s). Doing a good job.
(yes)	no	na	2.	Private school students and/or teachers appear to be participating equitably in project activities.
(yes)	no	na	3.	Project personnel have enacted dissemination efforts designed to inform various publics about the project. (e.g. community, State, National groups)
(yes)	no	na	4.	There is evidence that the ESU #2 intends to support successful elements of the project upon the termination of federal funding. ESU #2 Bd. passed resolution for next year.
yes	no	(na)	5.	Materials and equipment purchased with Title IV funds are properly marked.
(yes)	no	na	6.	The project director maintains files that contain detailed information about the project. (e.g. dissemination activities, fiscal records, evaluation data, etc.)
(yes)	no	na	7.	The project appears to be making a reasonable degree of progress toward meeting its objectives.
(yes)	no	na	8.	Students appear to be satisfied with the quality and quantity of services they are receiving from the project. Exceptional group of students - super comments!!
(yes	no)	na	9.	Project personnel are implementing evaluation strategies that will be useful in determining the effectiveness of the project activities.
(yes)	no	na	10.	The local Title IV Advisory Council has taken an active role in the development and continuing review of the project.
(yes)	no	na	11.	Teachers appear to be satisfied with the quality and quantity of services being provided by the project.
yes	no	(na)	12.	Acceptable fiscal management activities govern the expenditure of project funds.

STRENGTHS: Note areas that deserve recognition

Parents, students, and staff of user school were enthusiastic about ESURG.

PROBLEMS: Note areas that appear to be causing difficulties for the project.

None were apparent

RECOMMENDATIONS: Indicate program adjustments suggested by team members.

Continue to serve this gifted population.

NARRATIVE SECTION

Rationale underlying the rating(s)

9
Item

A decision was made not to go for validation because not enough data was collected early or changes in program.
Evaluators have worked well in evaluating each objective.

. . . . . .

5
Item

No opportunity to observe

. . . . . .

12
Item

SDE will check the aspects of the project.

. . . . . .

Item

. . . . . .

Item

Use additional sheets as necessary

APPENDIX VI

Copies of Pre-Post Tests Used in Project 1
Project Letter about Skill Assessment Record . . . 6
Skill Attainment Record. 8
Project ESURG Contact Teacer Pre-Post Assessment . 10

Name _____ Date _____

School _____ Grade _____

This is my ____ year in ESURG/TAG Classes.

	Sound 1	Sound 2	Sound 3	Sound 4
A				
B				
C				

PHSCS

School _____ Name _____

Grade _____ Date _____

Here are a set of statements. Some of them are true of you and so you will circle the yes. Some are not true of you and so you will circle the no. Answer every question even if some are hard to decide, but do not circle both yes and no. Remember, circle the yes if the statement is generally like you, or circle the no if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me . . . . . yes no
2. I am a happy person . . . . . yes no
3. It is hard for me to make friends . . . . . yes no
4. I am often sad . . . . . yes no
5. I am smart . . . . . yes no
6. I am shy . . . . . yes no
7. I get nervous when the teacher calls on me . . . . . yes no
8. My looks bother me . . . . . yes no
9. When I grow up, I will be an important person . . . . . yes no
10. I get worried when we have tests in school . . . . . yes no
11. I am unpopular . . . . . yes no
12. I am well behaved in school . . . . . yes no
13. It is usually my fault when something goes wrong . . . . . yes no
14. I cause trouble to my family . . . . . yes no
15. I am strong . . . . . yes no
16. I have good ideas . . . . . yes no
17. I am an important member of my family . . . . . yes no
18. I usually want my own way . . . . . yes no
19. I am good at making things with my hands . . . . . yes no
20. I give up easily . . . . . yes no
21. I am good in my school work . . . . . yes no
22. I do many bad things . . . . . yes no
23. I can draw well . . . . . yes no
24. I am good in music . . . . . yes no
25. I behave badly at home . . . . . yes no
26. I am slow in finishing my school work . . . . . yes no
27. I am an important member of my class . . . . . yes no
28. I am nervous . . . . . yes no
29. I have pretty eyes . . . . . yes no
30. I can give a good report in front of the class . . . . . yes no
31. In school I am a dreamer . . . . . yes no
32. I pick on my brother(s) and sister(s) . . . . . yes no
33. My friends like my ideas . . . . . yes no
34. I often get into trouble . . . . . yes no
35. I am obedient at home . . . . . yes no
36. I am lucky . . . . . yes no
37. I worry a lot . . . . . yes no

38. My parents expect too much of me . . . . . yes no
39. I like being the way I am . . . . . yes no
40. I feel left out of things . . . . . yes no
41. I have nice hair . . . . . yes no
42. I often volunteer in school . . . . . yes no
43. I wish I were different . . . . . yes no
44. I sleep well at night . . . . . yes no
45. I hate school . . . . . yes no
46. I am among the last to be chosen for games . . . . . yes no
47. I am sick a lot . . . . . yes no
48. I am often mean to other people . . . . . yes no
49. My classmates in school think I have good ideas . . . . . yes no
50. I am unhappy . . . . . yes no
51. I have many friends . . . . . yes no
52. I am cheerful . . . . . yes no
53. I am dumb about most things . . . . . yes no
54. I am good looking . . . . . yes no
55. I have lots of pep . . . . . yes no
56. I get into a lot of fights . . . . . yes no
57. I am popular with boys . . . . . yes no
58. People pick on me . . . . . yes no
59. My family is disappointed in me . . . . . yes no
60. I have a pleasant face . . . . . yes no
61. When I try to make something, everything seems to go wrong . . . . yes no
62. I am picked on at home . . . . . yes no
63. I am a leader in games and sports . . . . . yes no
64. I am clumsy . . . . . yes no
65. In games and sports, I watch instead of play . . . . . yes no
66. I forget what I learn . . . . . yes no
67. I am easy to get along with . . . . . yes no
68. I lose my temper easily . . . . . yes no
69. I am popular with girls . . . . . yes no
70. I am a good reader . . . . . yes no
71. I would rather work alone than with a group . . . . . yes no
72. I like my brother (sister) . . . . . yes no
73. I have a good figure . . . . . yes no
74. I am often afraid . . . . . yes no
75. I am always dropping or breaking things . . . . . yes no
76. I can be trusted . . . . . yes no
77. I am different from other people . . . . . yes no
78. I think bad thoughts . . . . . yes no
79. I cry easily . . . . . yes no
80. I am a good person . . . . . yes no

Personal Feelings

Name _____ Date _____

School _____ Grade _____

The set of statements below describe personal feelings. Please score them as you would feel most of the time. Please write only 1 number for each statement.

Never Like Me		Sometimes			Always Like Me	
1	2	3	4	5	6	7

____ 1. I have a good sense of humor.

____ 2. I like to play and be silly.

____ 3. In sports, I like to play on a team.

____ 4. I would like to be able to grade my teachers.

____ 5. I have many friends.

____ 6. I have a few very close friends.

____ 7. Most of my friends are about my age.

____ 8. I have friends from a variety of age groups.

____ 9. I have friends in ESURG class.

____ 10. I have friends in my other classes.

____ 11. I like to give my opinions in ESURG class.

____ 12. I like to give my opinions in my other classes.

____ 13. I enjoy talking to adults.

____ 14. People usually ask me to be the leader of groups or teams.

____ 15. I like studying things that no one else knows about.

____ 16. I am lonely.

____ 17. I have a lot in common with other people.

____ 18. I like to be alone for part of each day.

____ 19. I like school activities which let me pretend I'm someone else.

____ 20. I have a hero or idol.

____ 21. I like to use "big words".

____ 22. I like to work on problems that have only 1 right answer.

____ 23. I read slowly so that I can pick up every detail.

____ 24. I can concentrate on my work for a long period of time.

____ 25. What I learn in school will help me when I have a job.

____ 26. I like being the person I am.

____ 27. I like to try things I haven't done before.

____ 28. My parents have many interests.

____ 29. I would rather interview people than get my information from a textbook.

____ 30. I like to travel and visit new places.

____ 31. I often daydream about unsolved problems.

____ 32. I enjoy daydreaming about future projects, activities, or problems.

____ 33. I get my best ideas by daydreaming rather than relying on books, well-established authorities, or other people.

____ 34. I am regarded as a person of many ideas.

____ 35. Daydreaming is a poor way to solve problems.

____ 36. I prefer teachers who give well-organized courses and clear assignments to those who require independent reports and papers.

____ 37. I have to learn things in my own way rather than accepting ideas or relationships suggested in textbooks, etc.

____ 38. The way to solve difficult problems is by thorough planning and good organization of your time.

____ 39. I would like to be an inventor.

____ 40. I think I am a practical rather than an imaginative person.

Educational Service Unit No. 2

OF THE STATE OF NEBRASKA

R.F.D. #6 AT 2320 NORTH COLORADO AVE. PHONE (402) 721-7710

FREMONT, NEBRASKA 68025

DR. ALLAN W. HANSEN, Administrator

MISS RUTH MOLINE, Director
Instructional Media

MR. MARTIN KOOLEN, Director
Special Education

MR. WILLIAM H. MINCHOW, Director
Consultative Services

November 2, 1979

Dear Saunders County Teachers:

Project ESURG must be able to supply evidence that students in local programs are being provided the opportunity to develop and/or extend their skills in the areas itemized on the attached sheet. In order to measure any growth or change we must have some assessment of what skills the student had upon entering the program.

Please help us baseline your new ESURG student on the enclosed sheets. (If the student was in the program last year those contact teachers working with that student have done the baselining for you). Evidence for assessment purposes may be gathered in the following ways:

____ Teacher observation of student behavior

____ Products/projects

____ Written work

____ Oral presentations/reports

____ Artistic performances

____ Feedback from community resource people

____ Feedback from audiences within local school

____ Pre/Post test data

Since these assessments serve as data in our research component, we need them back as soon as possible. They can be sent on the van.

Thankyou for your help.

Sincerely,

Suzann Dutton and Jan Rogers
Consultants, Project ESURG

SD/JR,lk

Enclosure

Contact Teachers:

Project ESURG must be able to supply evidence that students in local programs are being provided the opportunity to develop and/or extend their skills in the areas itemized on the attached sheet. Therefore, data must be recorded in a systematic manner by Contact Teachers. Evidence for assessment purposes may be gathered in the following ways:

____ Teacher observation of student behavior

____ Products/projects

____ Written work

____ Oral presentations/reports

____ Artistic performances

____ Feedback from community resource people

____ Feedback from audiences within local school

____ Pre/Post test data

For every activity involving any of the ESURG skills, please follow this procedure:

Record the date; abbreviate title of activity; denote particular student strengths/weaknesses by putting a + or - next to appropriate subskills.

EXAMPLE:

Today, students gathered data about services offered to elderly citizens in their town. Sally write 2 letters, made a list of people to call and read a pamphlet.

The Contact Teacher recorded:

Data Gathering

(+) - A. _____

\+ - B. _____

\+ - C. _____

No marks were made for Sally here either because Sally was not particularly strong or weak in these areas today or the behaviors were not observed.

NOTE: Each student should be assessed according to their personal strengths/weaknesses, not according to the abilities of other ESURG students.

ESURG Skills Assessment Record

Name _____ Grade _____ School _____

Date _____

Activity																		
Data Gathering:																		
Multiple Sources																		
Pertinent Infor.																		
Records																		
Prob. Solving:																		
Prob. Analysis																		
Solution Choice																		
Implementation																		
Evaluation																		
Effective Commun.:																		
Verbal																		
Written																		
Artistic																		
Creativity:																		
Fluency																		
Flexibility																		
Elaboration																		
Originality																		
Group Dynamics:																		
Positive Contrib.																		
Adaptation																		
Obligations																		

ESURG Skills Assessment Record (cont.)

Activity	Date																
Self-Actualization																	
Strengths																	
Responsibility																	
Self-directed																	
Cognitive Pre/Posts																	

PROJECT ESURG CONTACT TEACHER PRE-POST ASSESSMENT

This is my _____ year of participation in Project ESURG.

In the space provided, please indicate the degree of proficiency you feel you have in the following areas:

Not Proficient — Very Proficient

1 2 3 4 5 6 7

I CAN:	Pretest Mean	Post Test Mean	Change
____ 1. List the five areas of giftedness indicated by National/State Guidelines.	5.13	5.9	+ .77
____ 2. List at least ten characteristics of gifted students.	5.66	6.36	+ .70
____ 3. Identify students for Project ESURG classes.	5.86	6.27	+ .41
____ 4. Apply techniques suggested by Project ESURG in order to create a specialized learning climate for gifted students.	5.57	5.45	- .12
____ 5. Write units using Project ESURG Guidelines.	4.96	5.0	+ .04
____ 6. Monitor and record progress of gifted students in ESURG skill areas.	4.93	5.36	+ .43
____ 7. List at least three leading authorities in Gifted Education.	5.06	6.27	+1.21
____ 8. State at least three reasons why specialized curriculum for gifted students is needed.	5.86	6.63	+ .77
____ 9. Adapt commericially prepared materials for use with gifted students.	5.33	5.63	+ .30
____ 10. Describe major differences between "pull-out" programs (like Project ESURG), "accelerated courses, and "mainstreaming" for gifted students.	5.53	6.27	+ .74

ESURG Skills Assessment Form

Name _____ Date _____

Skills taught through Project ESURG classes are being assessed on a scale of 1 through 7: 1 denotes that the skill was not observed, 4 somewhat developed, 7 highly developed. The symbols + and - are to be used to indicate particular strengths and weaknesses in subskills that make up the general skill areas.

	Not Observed		Somewhat Developed			Highly Developed	
Data Gathering.....	1	2	3	4	5	6	7

\+ - A. Uses Multiple Sources: Uses books, films, interviews, pamphlets, letters, pictures, etc.

\+ - B. Selects Pertinent Information: Uses valid sources, sets criteria, focuses on issues.

\+ - C. Accurately Records Information: Takes notes, outlines, webs. summarizes, uses visuals.

	Not Observed		Somewhat Developed			Highly Developed	
Problem Solving.....	1	2	3	4	5	6	7

\+ - A. Defines and Analyzes Problem: Examines total picture in relation to contributing factors; can state main and related problems.

\+ - B. Chooses Solution: Uses pertinent criteria; selects from several solutions.

\+ - C. Implements: Makes plans and carries out solution.

\+ - D. Evaluates: Judges effectiveness of solution and process of problem solving.

	Not Observed		Somewhat Developed			Highly Developed	
Effective Communication	1	2	3	4	5	6	7

\+ - A. Speaks Effectively: Discusses and presents clearly and accurately.

\+ - B. Writes Clearly: Is effective in both factual and creative writing.

\+ - C. Communicates through the Arts: Uses art, music, dance and drama as vehicles of expression.

ESURG Skills Assessment Form (cont.)

	Not Observed		Somewhat Developed			Highly Developed	
Creativity.....	1	2	3	4	5	6	7

\+ - A. Thinks Fluently: Generates many ideas/products.

\+ - B. Uses Flexibility in Thought: Gives varied responses; tries different directions of thought; looks for alternatives.

\+ - C. Elaborates: Expands and embellishes existing ideas/products.

\+ - D. Is Original: Generates ideas/products that are unique.

	Not Observed		Somewhat Developed			Highly Developed	
Group Dynamics.....	1	2	3	4	5	6	7

\+ - A. Promotes Positive Group Interaction: Makes meaningful contributions to group; accepts and encourages other group members.

\+ - B. Is Adaptable: Is willing to change methods or direction of thought for good of the group.

\+ - C. Fulfills Obligations: Accepts assigned roles; completes tasks; brings necessary equipment to group meeting.

	Not Observed		Somewhat Developed			Highly Developed	
Self-Actualizing.....	1	2	3	4	5	6	7

\+ - A. Realistically Assesses and Accepts Strengths of Self/Others: Analyzes strengths (physical, intellectual, environmental, emotional); strives to maximize potential; knows when to help others and when to ask for assistance.

\+ - B. Accepts Responsibility: Finds a balance between freedom and responsibility; is trustworthy.

\+ - C. Is Self-Directed: Sets goals and functions independently.

_____

Teacher

APPENDIX VII

Final Report of Project ESURG Personnel. 1

Summary of ESURG Program Directors' Time & Activity Logs in Hourly Increments. 5

FINAL REPORT OF PROJECT ESURG PERSONNEL

The role of Program Director for Project ESURG consists of 8 major responsibilities.

1. Conducts and/or demonstrates classroom activities specifically designed for gifted and talented students.
2. Provides consultative assistance to individual teachers, administrators and parents of gifted students.
3. Conducts in-service training sessions for teachers, administrators and parents of gifted students.
4. Consults with schools in organizing, managing and evaluating programs for the gifted and talented.
5. Designs and assists in the development of curriculum using the Project ESURG model.
6. Collects, summarizes and submits evaluations necessary to the Project.
7. Assumes responsibilities related to dissemination of gifted education and Project ESURG.
8. Participates in professional activities (in-service to teachers outside of ESURG; presentation at regional, state and national meetings).

I. Direct Services to Students

Together, Jan Rogers and Suzann Dutton have logged 115 hours of direct service to ESURG students this year. An additional 397 hours were devoted to planning for these services.

Our direct contact with students is divided into these categories:

A. A monthly ESURG class for students from the Saunders County Class I and II Schools and St. Wenceslaus School. Our class was composed of 24 students in grades 3-8 meeting from 9:00 A.M. - 3:00 P.M. one day per month. These classes provided students with the opportunity to develop and/or extend their skills in Data Gathering, Problem Solving, Effective Communication, Divergent Thinking, Group Dynamics and Self-Assessment. Sessions were titled:

- "Brain Drain" - All skills featured
- "Timely Topics" - Speedreading
- "Puppeteering" - Nancy Renfro, professional puppeteer, Austin, TX

- "Let's Plug into Computers" - Computer literacy and BASIC programming
- "Data Detectives" - Community based scavenger hunt
- "Arty Facts" - Art theory, analysis and applied arts
- "Visions in Video" - Creative Dramatics using videotape equipment
- "ESURG Interest Fair" - Convention featuring career-related information, workshops, labs, speeches

B. Classroom Demonstrations

- Every ESURG school received an on-site awareness session in computer literacy conducted by Suzann Dutton.
- Jan Rogers conducted the opening class at St. John's, Weston and visited the Ceresco classroom on two occasions as guest/participant.

C. Evening/Saturday Workshops

Four sessions were offered to all ESURG students:

- All-day Saturday computer workshop
- Evening chemistry lab experience
- Evening experience in Creative Dramatics
- Evening experience in tracing family geneology

II. Consultative Assistance to Teachers, Administrators and Parents

- A total of 33 hours was spent in direct contact with parents of ESURG students. (Rogers logged 155 direct contacts; Dutton 138). Services included 3 parent sessions at the ESURG Interest Fair, two formal meetings in Wahoo (Wahoo Middle School and Saunders County/St. Wenceslaus parent groups), and personal conferences.
- The Program Directors logged 92 hours of direct, on-site consultative support to teachers and administrators. These visits covered issues such as student identification, scheduling, log sheets, etc.

III. Inservice

- Seven hours of formal inservice was provided to ESURG parents; two of which was supplied by Jody Batten (Lincoln Public Schools, Consultant for Gifted Programs) at the Interest Fair.

- Project ESURG staff members conducted 4 formal sessions for ESURG teachers and administrators; hosted or paid registration fees for 7 others including the Nebraska Association for Gifted Convention and national expert Anthony Gregorc.

IV. Consultation for Program Development

- The direct services provided by staff members to ESURG schools are reflected in Item II above.

  Jan Rogers offered direct assistance in program development to the following schools outside of the ESU #2 area: Gates Chili District, Rochester, NY; Columbus, NE Public Schools; Goodrich Junior High School, Lincoln, NE; Clinton Elementary School, Lincoln, NE. These consultations/presentations served 140 teachers and administrators.

V. Curriculum Development

Project staff spent a minimum of 397 hours developing curriculum for project use during the 1979-1980 school year. In addition, approximately 100 hours was spent editing the units written by Contact Teachers for use in the ESURG Curriculum Guide. Two inservice sessions plus on-site consultation for Contact Teachers concerning units were provided by the staff.

VI. Grant-related Tasks

The project staff members logged 550 hours of activities which were directly related to the administration of the Title IV-C grant. Tasks included collection of data concerning student identification, pre-post testing, attendance at Title IV-C meetings and conferences, consultations with evaluators, and hosting Title IV-C visitation team.

VII. Dissemination

Nearly 1000 hours of the school year was devoted to the development and production of materials to be used for dissemination. (This information was recorded under "Program Development and Dissemination" on our log sheets.)

The items produced by the staff include: a brochure, a program development manual, a slide/tape presentation, a curriculum guidebook, a parent newsletter, articles published in the NAG Newsletter (NE Association for Gifted) and in Potentially Yours (NE Department of Education, Gifted Education publication).

VIII. Professional Activities

The ESURG staff members logged 284 hours in this category.

- The staff were invited to present 17 sessions outside the ESU #2 area this year (Rogers-9, Dutton-3, together-5). Jan Rogers was an instructor at a summer course in Gifted Education for the University of Nebraska-Lincoln.
- Both participated in external evaluation teams hosted by the Nebraska Department of Education: Rogers-Valley Public Schools, Fremont Public Schools (Gifted Program); Dutton-Norfolk Public Schools (Gifted Programs).
- Jan Rogers was elected to the Board of Directors of the Nebraska Association for Gifted and is serving a 3 year term.
- Suzann Dutton serves as a presenter for the federally funded SETS program.
- Jan Rogers assisted in the development of the proposed state endorsement criteria for Gifted Instructors for the Nebraska Department of Education.
- Jan Rogers acted as a reader of mini-grant proposals for Dr. Anne B. Crabbe, Coordinator of Gifted Programs, NE Department of Education.

Additional Information

- The travel time logged in the performance of project tasks amounted to 289 hours.
- The staff logged 105 hours in excess of their contracts in ESURG-related services.

SUMMARY OF ESURG PROGRAM DIRECTORS' LOGS

Tabulation in Hourly Increments

	Rogers	Dutton
ESURG Class	47	68
ESURG Plan	164	233
E.S.U. Tasks	79	100
Contact Teacher Plan	23	50
Contact Teacher Inservice	32	69
Local District Administration	37	55
Grant Administration	209	341
Program Development	305	298
Professional Growth	200	84
Parental Contact	22	11
Dissemination	256	15
Travel	152	137
Other	54	64
TOTAL	1,580	1,525